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ABSTRACT

OBJECTIVES: To develop workshops which would assist localities in initiating, expanding, or improving their educational volunteer program. DURATION: A 3-day workshop, May 6-8, 1972. AUDIENCE: Educational Volunteers from various western states. CURRICULUM: The main topic concerned volunteers in education while sub-topics included a study of the volunteer movement; assessment of the state of education in relation to volunteers; the volunteer's role in treating reading difficulties; the teacher's function; senior citizen volunteers; federal, state, and local encouragement of volunteers; how to start programs; who needs volunteers; and the organization and administration of aide programs. TEACHING METHODS: Panels, films, speeches, discussion groups, and demonstrations. MATERIALS: Films and booklets. EVALUATION: None. MODIFICATIONS: None. (MJM)

ED 067365

VOLUNTEERS IN EDUCATION REGIONAL VIII WORKSHOP

Summary Report

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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PRESENTED BY PROJECT MOTIVATE
DES MOINES AREA COMMUNITY COLLEGE
ANKENY, IOWA

MAY 6-8, 1971
REGENCY RODEWAY INN
DENVER, COLORADO



Dr. Philip D. Langerman

"Thank God every morning when you get up that you have something that must be done whether you like it or not. Being forced to work or forced to do your best will breed in you a hundred virtues which the idle never know."

This poem by Charles Kinsley surely speaks of volunteers who play meaningful and useful roles everyday in improving the quality of education for many children. Not only do these individuals who give of their time, ability, and energy receive many rewards, but the children with whom they work are benefited in untold ways. This fact is now accepted without challenge.

According to one five-year study by H.E.W., the use of teacher aides and volunteers has reduced the amount of time that teachers spent in correcting papers by 89%, enforcing discipline by 36%, taking attendance by 76%, preparing reports by 25%, in serving children moving between classes by 61%, and monitoring lessons by 83%. This study confirms, in my opinion, the valued assistance that volunteers can and do make to our educational system and to individual children.

The purpose of this three day workshop was to assist each locality in initiating, expanding, or improving their volunteer program, so these benefits may come both to your school children and to your volunteers. I'm sure you are wondering why a Community College in Des Moines, Iowa, was involved in volunteer programs and why our staff conducted the Volunteers in Education Workshop in Denver. Many of you, I know, asked this question when you registered; others asked it when you sent your registrations to Des Moines. To explain briefly, the Des Moines Area Community College and Washington Technical Institute in Washington, D.C., have been funded by Volunteers in Education Division of the Bureau of Professional Personnel Development, U.S. Office of Education, to conduct training for educational volunteers. Washington Tech, via a project with the acronym of VOICE, is directed by Dr. Irene Hypps and is responsible for conducting workshops similar to this one in the eastern half of the country. They've conducted an earlier one this spring in Cleveland, Ohio, and will sponsor one in Atlanta, Georgia, next fall. Meanwhile the Des Moines Area Community College, under Project MOTIVATE, is responsible for the same task in the western half of the country. The major reason these two colleges were charged with this responsibility, and conducted these workshops instead of someone in the local area or region is purely and simply one of money. There have not been sufficient finances available

in this portion of the EPDA of the U.S. office to make this possible so with these two modest projects we are to extend our services throughout the nation. This is our second year grant. Under the first year's grant we conducted from one-day workshops to week-long training-sessions on our community college campus and throughout the state of Iowa and the region.

In addition, we were commissioned under the original grant to develop a training handbook entitled "Your Volunteer Program" which we have published and is in your packet. Mrs. Mary Swanson, your workshop director, has written this book and we hope it will be meaningful and useful to you as you return to your school. Copies are available by writing to us at the address in the book or in your workshop program. Another booklet available from Project MOTIVATE is "Tutoring Guidelines". In addition, we have developed a 15-minute film entitled, "The Art of Human Giving", and a synchronized slide presentation, "Beginning to Read", which uses a substitute alphabet to depict to the volunteer tutor how difficult it is for a child to learn to read. Information about securing the films is available by writing to us.

Our staff wishes to thank Miss Grace Watson, Director of the Volunteers in Education, U.S. Office, and to her assistant, Miss Jewell Chambers, for their advice and assistance in helping us with our grant and with presenting this particular workshop. We also wish to express appreciation to Dr. Lewis Crum, Acting Regional Commissioner of Region VIII, Office of Education, and his staff for their assistance. Special thanks to Harold Zier, who so ably assisted in initiating and implementing the workshop and to all of the other volunteer chairmen who served so faithfully to make this well-planned and executed meeting a reality.

Dr. Philip D. Langerman
Director, Project MOTIVATE
Des Moines Area Community College



Mrs. Mary Swanson
Workshop Director
Associate Director, Project MOTIVATE
Des Moines Area Community College

THE WHITE HOUSE

March 17, 1971

Dear Mr. Zier,

I was pleased to receive your letter and to learn of the six-state regional conference, "Volunteers in Education." It is always encouraging to know of projects such as this.

In my visits to volunteer programs, I have been inspired by the dedication of those who are making more complete the lives of those less fortunate. The vast energies and abilities of volunteers of all ages are well utilized in work with students who seek guidance to further their knowledge or to obtain a more complete comprehension of a subject.

Although the requirements of the official calendar will not permit me the pleasure of being with you on May 9, I am happy to have this opportunity to send my greetings to the conference's participants and my best wishes that it will be a profitable and rewarding meeting.

Sincerely,

Richard Nixon

PROGRAM

THURSDAY, MAY 6, 1971

- 8:00 — 9:30 A.M.** REGISTRATION House of Commons
COFFEE HOUR
- 9:30 — 12:00 noon** GENERAL SESSION Combined Rooms — Waterloo
Station, Trafalgar Square, Guv'nor's Street
& Hackney Road
- Presiding Dr. Carl Barnhart, Workshop Co Chairman
Director of Teacher Education,
Loretto Heights College,
Denver, Colorado
- 9:30 A.M.** COLE JUNIOR HIGH SCHOOL NINTH GRADE CHOIR
Directed by Mrs. Sharon Foster
- 9:45 A.M.** WHAT VOLUNTEERS IN EDUCATION MEAN TO THE
SCHOOLS
Dr. Richard P. Koeppe, Assistant Superin-
tendent, Denver Public Schools,
Denver, Colorado
- 10:15 A.M.** Workshop Overview Dr. Philip Langerman, Director,
Project MOTIVATE
Des Moines Area Community College,
Ankeny, Iowa
- 10:30 A.M.** Introduction of Film *THE ART OF HUMAN GIVING*
Mrs. Mary Swanson, Workshop Director
Associate Director, Project MOTIVATE
Des Moines Area Community College,
Ankeny, Iowa
- 10:45 A.M.** Getting To Know You Conducted by Don Richardson
Director of Professional Development,
Colorado Education Association,
Englewood, Colorado
- 11:00 A.M.** Panel Presentation *VOLUNTEERS — WHO NEEDS
THEM?*
- Moderator: Dr. Carl Barnhart
- Panelists: Eugene Graham, Supervisor of Special
Education, Denver Public Schools,
Denver, Colorado
- Mrs. George Swallow, President
Colorado Congress of Parents & Teachers,
Denver, Colorado
- Miss Vivian Moya, Senior Student
Loretto Heights College, Denver, Colorado
- Mrs. Irma Hudson, Teacher
Cole Junior High School, Denver, Colorado
- Dr. Roy Hinderman, Professor of Education
Metropolitan State College,
Denver, Colorado
- Harold Zier, Office of Volunteer Service
Denver Public Schools, Denver, Colorado

Session Coordinated by Mrs. A. Raymond Jordan



DR. RICHARD P. KOEPPE

THURSDAY, MAY 6, 1971

LUNCHEON MEETING

House of Commons and House of Lords

12:15 — 2:00 P.M. **Presiding:** Dr. John Runkel, Director
School Systems, U.S. Office of Education
Denver, Colorado

Speaker: Dr. James L. Olivero, Executive Director
Southwestern Cooperative Educational
Laboratory
Albuquerque, New Mexico

**CHICKEN LITTLE WAS RIGHT —
THE SKY IS FALLING**

2:15 — 4:00 P.M. **CONCURRENT DISCUSSION GROUPS —** coordinated
by Mrs. Welcome Bender and Mrs. R. A.
Pampel of the Denver School Volunteer Pro-
gram, Incorporated

**GROUP A — ORGANIZATION AND ADMINISTRA-
TION OF VOLUNTEER PROGRAMS —**
Hackney Road

Presiding: Mrs. Martha Seymour, Director of Volunteers
American Red Cross, Denver, Colorado

Participants: Dave Heartman, Director of Youth,
American Red Cross

Mrs. Edith Neil, Coordinator of Volunteers,
Head Start

Mrs. Bette Rutledge, Chairman of Recogni-
tion, American Red Cross

Jim Williams, Assistant Manager
American Red Cross

Reactors: Mrs. Zondra Pluss, Chairman of Volunteers
American Red Cross

Mrs. Marilyn Moorhead, TAP Volunteers

Mrs. June Taylor, Program Specialist
Project MOTIVATE, Des Moines Area
Community College

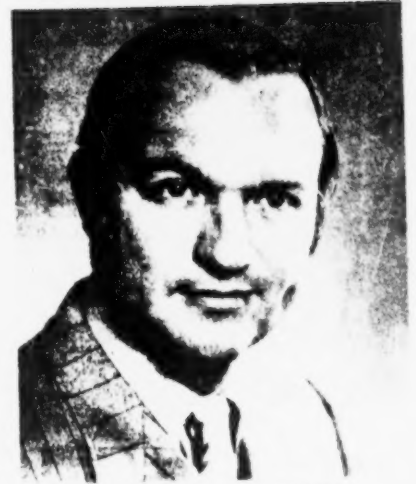
Kerby Weeden, Counselor,
Adams City High School, Denver, Colorado

Recorder: Mrs. Lillian Seabrooke, Chairman of Volun-
teers, Rocky Mountain Division, American
Red Cross

**GROUP B — RECRUITING AND SCREENING VOLUN-
TEERS & THE PUBLIC RELATIONS CHAL-
LENGE —** Guv'nor's Street

Presiding: Mrs. Marlene Wilson, Coordinator
Volunteer & Information Center of Boulder
County, Boulder, Colorado

Mrs. Jackie Hoskins, Volunteer Chairman
Boulder School Aide Task Force
Boulder, Colorado



DR. JAMES L. OLIVERO

Participants: Mrs. Danni Bangert, Director
Mead Learning Center, Boulder, Colorado
Phil Martinez, Principal
Burke & Baseline Elementary Schools
Boulder, Colorado
Euvaldo Valdez, Coordinator of
Community Services
Boulder Valley Public Schools
Mrs. Sue Weston, Volunteer Parent,
Boulder, Colorado

Resource Person: Vern Brimley, Director
Provo School District, Provo, Utah

GROUP C — ORIENTATION AND TRAINING —
Trafalgar Square

Presiding: Mrs. Phyllis Swanson, Director of Volunteers
Colorado Association of Hospital Volunteer
Directors

Participants: Mrs. Suzanne Bassett, Assistant Director
of Volunteers, Denver General Hospital,
Denver, Colorado
Mrs. Noble H. Malcolm, Past President
Lutheran Hospital & Medical Center Auxiliary
Wheat Ridge, Colorado
Wert Roberts, Director of Volunteer Services
Veterans Hospital, Denver, Colorado
Mrs. Elda N. Williams, Director of Volunteers
Porter Memorial Hospital, Denver, Colorado

Resource Person: Dr. Roger Mounsten, Specialist
Teacher Education, Utah State Board of
Education, Salt Lake City, Utah
Lyle R. Tregaskis, Director of
Federal Programs, Alpine School District,
American Fork, Utah

GROUP D — RETENTION, RECOGNITION AND EVALUATION —
Waterloo Station

Presiding: Mrs. Sarah Davis, Director, Volunteer &
Tutorial Services, Los Angeles City Unified
School District, Los Angeles, California

Participants: Miss Georgia Gray, Supervising Teacher
Language Arts Department,
Denver Public Schools
Mrs. Marie H. Metz, Principal
Greenlee Elementary School,
Denver, Colorado

GROUP E — LEADERSHIP TRAINING —
House of Lords

Presiding: Mr. Claude J. Deats, Regional Training Direc-
tor, United States Post Office, Denver, Chair-
man of Rocky Mountain Workshop for Group
Development of the Adult Education Council
of Metropolitan Denver
Mrs. Mary E. Nims, Executive Director, Adult
Education Council of Metropolitan Denver,
Trainer for Rocky Mountain Workshop for
Group Development of Adult Education
Council of Metropolitan Denver

**GROUP F — ROLE OF VOLUNTEER IN DIFFEREN-
TIATED STAFFING PATTERN — A CON-
CEPT OF ORGANIZATION THAT SEEKS
TO MAKE BETTER USE OF HUMAN RE-
SOURCES —** Ambassador's Suite

Presiding: Dr. Carl Barnhart

Participants: Eugene Graham, Supervisor of Special
Education, Denver Public Schools
Dr. Roy Hinderman, Professor of Education
Metropolitan State College,
Denver, Colorado
Mrs. Irma Hudson, Teacher
Cole Junior High School, Denver, Colorado
Miss Vivian Moya, Senior Student
Loretto Heights College, Denver, Colorado
Mrs. George Swallow, President
Colorado Congress of Parents and Teachers
Denver, Colorado

Recorder: Miss Joy Updike, Loretto Heights College,
Denver, Colorado

**GROUP G — LANGUAGE DEVELOPMENT TECH-
NIQUES — "LANGMEDSCI" —**
Chancellor's Suite

Presiding: Dr. Norma Livo, Assistant Professor of Ed-
ucation, Colorado University Denver Center,
Denver, Colorado

Participants: Dr. Ray Andertor, University of Colorado
Denver Center
Dr. Donald Gallo, University of Colorado
Denver Center
Dr. Glenn McGlathery, University of
Colorado Denver Center

Reactors: Miss Roseine Church, Reading Consultant,
State Department of Education, Cheyenne,
Wyoming
Miss Gwen Hurd, Coordinator, Denver Public
Schools Sector of Head Start
Mrs. Maurico Sawyer, Head Start Supervisor
Irving Street Center, Denver Public Schools
Barbara Nielson, Special Reading Teacher
Delta, Utah

**GROUP H — PRE-STUDENT TEACHER FIELD EXPE-
RIENCE AND CAREER MOTIVATION
THROUGH VOLUNTEERISM —**
Prime Minister's Suite

Presiding: Dr. Robert Richardson, Director of Student
Field Experience
University of Northern Colorado, Greeley,
Colorado

Participants: Dr. Thelma Damgaard, Assistant Coordi-
nator, Department of Student Field Expe-
rience, University of Northern Colorado
Greeley, Colorado
Dr. Tom Warner, Area Coordinator for Den-
ver, Department of Student Field Experience
University of Northern Colorado
Greeley, Colorado

7 Students from the University of Northern
Colorado

FRIDAY, MAY 7, 1971

8:00 — 8:30 A.M. REGISTRATION

8:45 — 12:00 noon GENERAL SESSION — Combined Rooms — Waterloo Station, Trafalgar Square, Guv'nor's Streets & Hackney Road

Presiding: Mrs. William M. B. Berger, Workshop Co-chairman, Denver, Colorado

Morning Session Coordinator: Mrs. Robin Johnston

8:45 A.M. HOPI INDIAN DANCE GROUP — Directed by Mrs. Alvin Finch of Denver, whose Hopi name is Ku Mong Yow Nim Humeyumptewa (Blossoming Pinon Tree), and who is a daughter of the Sun clan of the Hopis. Her participating childrens' names are:

James	—	Beep Ce Eva (Tobacco Blossom)
Rodney	—	Mur ya wo (Moon)
Charlene	—	Da Vo Ma Na (Rabbit Girl)
Alvin Lee	—	Tzo oom dee (Jumping Rabbit)
John	—	Da vo ya (Small Rabbit)

9:10 A.M. THE VOLUNTEER'S ROLE IN TREATING READING DIFFICULTIES

Dr. Carl B. Smith, Associate Professor, Department of Education, Indiana University, Bloomington, Indiana

11:00 A.M. THE TRUE WORK OF A TEACHER

John Holt, author of "How Children Fail", "How Children Learn" and "What Do We Do On Monday?" Consultant at Fayerweather Street School, Cambridge, Massachusetts — Introduced by Walter Oliver, Assistant Executive Director of Elementary Education, Denver Public Schools.

1:15 — 4:30 P.M. AFTERNOON SESSIONS — DEMONSTRATION WORKSHOPS — Coordinated by Mrs. Kaye Lemon and Junior League of Denver

1:15 — 2:45 P.M. Choice of One of the Following:

DEMONSTRATION I — HOW VOLUNTEERS WORK WITH CHILDREN WITH LEARNING DISABILITIES (Aides to Educationally Handicapped Children) — Guv'nor's Street

Presiding: Mrs. Robin Johnston, Coordinator, Aides to Educationally Handicapped Children.

Participants: Dr. Margaret Hitchman, Children's Psychiatric Clinic, University of Colorado Medical Center, Denver, Colorado

Dr. John Lampe, Director of Health Services Denver Public Schools

Mrs. Roxana Price, Teacher of Educationally Handicapped Children, Moore Elementary School, Denver, Colorado

Reactors: Mrs. Eileen Adams, Coordinator, Autistic Program

Ronald Makowski, Principal, Moore Elementary School

Mrs. Marge Priester, Volunteer

Mrs. Pat Wittemore, Teacher of Educationally Handicapped Children, Moore School

Recorder: Mrs. Kate Brinton, Volunteer



DR. CARL B. SMITH



JOHN HOLT

DEMONSTRATION II — UTILIZATION OF BILINGUAL VOLUNTEERS — Trafalgar Square

Presiding: Mrs. Lena Archuleta, Bilingual Education
Denver Public Schools

Participants — Mrs. Gloria Anglada, Teacher Aide,
Diagnostic Center

Mrs. Lily Ariki, Teacher Aide,
Diagnostic Center

Mrs. Benita Lane, Teacher Aide,
Greenlee School

Mrs. Susan Rivera, Teacher,
Baker Junior High School

Mrs. Lelia Romero, Teacher Aide,
Elmwood School

Robert Salas, Volunteer,
Baker Junior High School

Mrs. Gladys Taylor, Volunteer Tutor,
St. Elizabeth's Church

**DEMONSTRATION III — HOW TO GO FAR FAR
(Friends And Reading) — Waterloo Station**

Presiding: Mrs. Fran Utiger, Member Board of Man-
agers, Denver Public Library

Participants: Mrs. Sue Cline, Caseworker,
Denver Department of Welfare

Miss Mary Ellen Freas, Community Organiza-
tion and Planning Specialist, Denver Depart-
ment of Welfare

Mrs. David Pew, Friends of the Denver Public
Library, Volunteer for FAR Project

Graham H. Sadler, Assistant Librarian, Direc-
tor of Community Services, Denver Public
Library

Mrs. Carol Taylor, Caseworker,
Denver Department of Welfare

Robert Wick, Student, Graduate School of
Librarianship, University of Denver

**DEMONSTRATION IV — VOLUNTEER TEACHER AS-
SISTANTS IN THE CLASSROOM — TEACHER
ASSISTANT PROGRAM (TAP) — Hackney Road**

Presiding: Mrs. John Emery, Teacher Assistant Program

Participants — SKI: Mrs. Marian Diehl, Teacher,
Hallett Elementary School

Children from Hallett Elementary School

Panel: Manuel Andrade, Principal,
Ashland Elementary School

Frank Roberts, Assistant Executive Director,
Elementary Education,
Denver Public Schools

Mrs. Vivian Smith, Teacher,
Mitchell Elementary School

Mrs. Vera Snyder, Teacher,
College View Elementary School

TAP VOLUNTEERS:

Nita Burghardt
Carolyn Etter
Marcia Fox
Mary Holleman

Marty Lareau
Peggy Stevens
Joan Wohlgenant

**DEMONSTRATION V — ONE TO ONE — (Denver
School Volunteer Program, Inc.) — Ambassador
Suite**

Presiding: Mrs. Madeline O'Brien, Secretary, Denver
School Volunteer Program, Inc.

Participants: Mrs. Carolyn Graves, Sixth Grade Teacher
at Columbine Elementary School

Mrs. Laura Louise Hendee, Coordinator of
Instruction at Merrill Junior High School

Mrs. Ione Holeman, Counselor, Greenlee
Elementary School

Mrs. A. Raymond Jordan, Volunteer Chair-
man, Denver School Volunteer Program,
Hamilton Junior High School

Mrs. Tanya Lewis, Tutor, Denver School
Volunteer Program, Hill Junior High School

Mrs. Frances Taylor, Volunteer Chairman,
Denver School Volunteer Program, Colum-
bine Elementary School

Mrs. Jeanne Zyzniewski, Volunteer Chair-
man, Denver School Volunteer Program,
Edison Elementary School

Recorder: Mrs. Barbara McLaughlin, Volunteer, Denver
School Volunteer Program

**DEMONSTRATION VI — VOLUNTEERS IN COUNSEL-
ING — Chancellor's Suite**

Presiding: Mrs. Rosa Zulong, Community Information
Representative for the Model Cities Program

**DEMONSTRATION VII — METHODS OF PRESENT-
ING THE MERITS OF SCHOOL VOLUNTEER PRO-
GRAM TO TEACHERS — Prime Minister's Suite**

Presiding: Mrs. Naomi C. Evans, Director, School Vol-
unteers, Salt Lake City, Utah

DEMONSTRATION VIII — Bus leaves at 12:15 P.M.,
returns at 2:15 P.M., Tour of Diagnostic Center,
conducted by Kenneth Andrews, Director, and St.
Philomena's School directed by Sister Christine.
Tour coordinators — Mrs. O. A. Chanute & Mrs.
Charles Johnson.

DEMONSTRATION IX — Bus leaves at 12:15 P.M.,
returns at 3:00 P.M., Tour of Centro Cultural, con-
ducted by Sal Herrera, Executive Director.

Participants: Gil Martinez, Director, West Side Action
Center

Jess Saucedo, Chairman of Board, Centro
Cultural

3:00 — 4:30 P.M. Choice of one of the following:

**DEMONSTRATION I — A STRUCTURED TRAINING
SYSTEM FOR VOLUNTEERS — Guv'nor's Street**

Presiding: Dr. Bonnie Camp, Pediatrician, John F.
Kennedy Child Research Center, Colorado
University Medical Center, Denver, Colorado

Participants: Mesdames Brown, Ceja, Frost, McCourt,
Schultz, Trujillo, Wallace

**DEMONSTRATION II — HIKE OUT TO REACH OUT
— House of Lords**

Presiding: Mrs. Thomas Beard, Co-chairman, Recruit-
ment for Hike-Out

Participants: Frank Castleman, Advisory Committee,
Hike Out

Mrs. William Kendall, a co founder of Hike
Out

Mrs. Phyllis Lornell, Hike Out coordinator at
Hamilton Junior High School

Buzz Mikulin, Chairman, Public Relations,
Hike Out

Miss Ann Shaw, Leader Recruitment Chair-
man, Hike Out

Recorder: Mrs. Perry Hendricks, General Chairman of
Hike Out

**DEMONSTRATION III — DOING YOUR OWN THING
IN COMMUNITY STUDY HALL — Trafalgar Square**

Presiding: John White, Study Hall Director,
Denver, Colorado

Participants: Anthony Pedraza with Domingo Moreno
Judy Jo Gordon with Rodney Crawford
Bob Stienfeldt with John Baca
Jeffi Garcia with Anthony Gamma
Mrs. W. Wille with Cassandra Stanley
Terry Lundeen with Sherry Holliday
Maxine Parks with Sally Chavez
Ray Malito with Kathy Tapia
Jim Berk, Toni Aristonic and Sister Dorothy
Michael

**DEMONSTRATION IV — INDIVIDUALIZING THE
LEARNING OPPORTUNITY — Freedom School —
Waterloo Station**

Presiding: Don Wilson, Principal, Mitchell Elementary
School, Denver, Colorado

Participants: Mrs. Anna Jo Haynes, Field Supervisor,
EPDA, Child Care Program

Mrs. Anna Jones, Teacher, Denver Youth
Services Bureau

Mrs. Shirley Sims, Director, Roosevelt Hill
Creative Free School

**DEMONSTRATION V — VOLUNTEERS TO THE
COURTS — Ambassador's Suite**

Presiding: Judge James Delaney, Adams County
Courts, Brighton, Colorado

Participants: Mrs. Carol Greenfield, Adult Volunteer
Coordinator for Adams County Court System
David Wilson, Volunteer Coordinator for
Adams County Court System

**DEMONSTRATION VI — WE GIVE OURSELVES
WHERE IT'S AT (East Denver Higher Education
Committee, Inc.) — Chancellor's Suite**

Presiding: Reverend A. C. Redd

**DEMONSTRATION VII — ENRICHMENT BY
RESOURCE PERSONNEL (Montessori) —
Prime Minister's Suite**

Presiding: Mrs. Charlotte Van Ordstrand

Participants: Mrs. Joanne Bowman, Volunteer,
Enrichment Program
Mrs. Diana Conti, Volunteer,
Enrichment Program
Mrs. Mary Gardner, Volunteer,
Enrichment Program
Mrs. Kleo Karst, Volunteer,
Enrichment Program
Mrs. Joyce Metz, Volunteer,
Enrichment Program
Mrs. Jeanne Parkins, Volunteer,
Enrichment Program

SATURDAY, MAY 8, 1971

8:45 A.M. - 12:30 P.M. GENERAL SESSION — Combined Rooms — Waterloo Station, Trafalgar Square, Guv'nor's Street & Hackney Road

Presiding: Harold Zier, Office of Volunteer Services
Denver Public Schools

Morning Session Coordinator: Mrs. Ruth G. Bush, Program Co chairman

8:45 A.M. MARIACHI MASS SINGERS — Directed by Dan Silva

9:15 A.M. FEDERAL, STATE AND LOCAL ENCOURAGEMENT OF VOLUNTEERS

Miss Grace Watson, Director, Volunteers in Education, Office of Education, HEW, Washington, D.C.

9:45 A.M. SENIOR CITIZEN VOLUNTEERS

Clinton Hess, Associate Regional Commissioner for Aging Services, Social and Rehabilitation Service, HEW, Region VIII, Denver

10:15 A.M. YOUTH RAP SESSION: VOLUNTEERISM — AN EYE-OPENING EXPERIENCE

Panel moderated by Dave Wagoner, Supervisor of Community Services, Littleton Public Schools, Littleton, Colorado

Co moderator — Leonard Kranisch, Supervising Teacher, Denver Public Schools

Panel: Dave Owens, Cherry Creek High School, Chairman

Gary Alexander, Manual High School

Julie Beezley, George Washington High School

Cheryl Boston, Westminster High School

Charles Hemenway, Denver Country Day School

Brad Jost, Arapahoe High School

Melinda Longtain, Arapahoe High School

Harry Waters, Colorado Academy

Garry Willhite, Littleton High School

11:15 A.M. INTRODUCTION OF SPEAKER — Mrs. Ruth G. Bush, President, Denver School Volunteer Program

HOW DO WE GET IT MOVING?

Charles Bartlett, Syndicated Columnist for the Chicago Sun-Times, Washington, D.C.

12:15 P.M. EVALUATION AND ASSESSMENT OF WORKSHOP
E. Byron Parks, Consultant, Special Program Unit,
Colorado Department of Education,
Denver, Colorado

12:30 P.M. ADJOURNMENT



Miss Grace E. Watson



CHARLES BARTLETT

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WHAT VOLUNTEERS IN EDUCATION MEAN TO THE SCHOOLS

DR. RICHARD P. KOEPPE

Dr. Koeppe was educated in Wisconsin, receiving his Ph.D. in Guidance and Counseling from the University of Wisconsin in 1961. His professional experience has been varied and includes teaching History and Civics in Junior High School, and serving as Director of Pupil Personnel Services in Oconomowoc and Madison, Wisconsin. Dr. Koeppe has taught several courses at the University of Wisconsin and written numerous papers on guidance and counseling. At present he is the Assistant Superintendent, Division of Education for Denver, Colorado Public Schools.

It is a distinct personal pleasure for me to be here with you this morning, to share with you some of my thoughts and comments with regard to volunteerism. I say personal pleasure because I know personally many members of the steering committee that planned this conference, and also because Denver is now my home town. However, I have some very mixed feelings about talking before a group like this in my home town, and I come with some considerable intrepidation, in fact I could probably classify it as fear. I'm more relaxed when I'm farther away from home, such as in Iowa City, Iowa, or Atlantic City, New Jersey, where I can get away with being an expert, being more than 50 miles away from home. Since my office is only two miles from here and since I personally know many people in the audience in day to day contacts here in Denver, I would like to publically disallow immediately any pretense of being an expert on volunteerism. Should I ever give a talk like this somewhere else, at least 50 miles from Denver, I wouldn't necessarily make this disclaimer and should the talk be any good, I might actually be mistaken for an expert in volunteerism. I should like to take this opportunity to commend the persons who planned the workshop, for what appears to be a very interesting and very worthwhile workshop. As I looked over the program, it appeared to me that there is much here for many, and that certainly there is at least something here for everyone who is interested in some aspect of volunteerism. I was also pleased to see a very heavy reliance on what I consider to be the real experts in volunteerism; namely, the professionals who are close to where the action is, and perhaps more importantly those volunteers who are indeed where the action of volunteerism itself takes place. As the opening speaker to this conference, I saw my charge to speak to the larger topic of volunteers in education; to try to touch on a number of areas in general rather than a few in depth, because those opportunities will come later in the program. My remarks are based primarily on personal observations, from within my position in the Denver Public Schools, rather than any close personal contact with volunteerism itself, or with any extensive reading in the field. Yet it is interesting to note that the number of articles being written in a number of journals is increasing with regard to volunteerism, so I think it shows some process of maturing, some process of coming of age.

In thinking about today's comments and the time I have, I thought I could best meet my charge by raising a series of questions and in turn attempting to answer. The questions are as follows:

1. Why the volunteer movement itself?
2. Into what areas has the volunteer movement gone?
3. Who are the volunteers in the schools?

4. What appear to be some sound, basic strategies for implementing, maintaining, and enhancing a Volunteers in Education program?
5. What is the school's responsibility to the volunteer?
6. What is the volunteer's responsibility to the school?

And in closing to take the topic as listed in the program and change it to a question, "What do Volunteers in Education mean to the Schools?"

First, why the volunteer movement itself? Perhaps another way of asking that question is, "What motivates people to want to volunteer their time and talents to any institution, school, or something else?" Of course volunteerism is not a new phenomenon in our society. It has a rather long history, but only recently is it growing in force and power in our society. There are a number of reasons that motivate people, again based on my observations. One is a simple but powerful personal inter-desire to be of service. I think another motive is a personal inner-satisfaction that the volunteer indeed derives from having provided the service. It makes us feel good to volunteer ourselves and our talents, not in a wishy-washy sort of way but in a positive, constructive, mental-health sort of way. Being a volunteer also enhances, or at least maintains, our concepts of ourselves as persons of worth as contributing persons. We can feel that perhaps the world is, or was, a better place because we were here and did what we did. It might be very interesting to turn around the topic assigned to me and indeed ask, "What do the schools mean to the volunteers in education?" Of course I think a volunteer would have to speak to that topic. There are others who are motivated by a recognition of real, unmet needs of students in schools. I realize that dollars are short and that we simply cannot provide on a pay basis all the human input that we know can go into the process of education itself. Volunteers are perhaps motivated by a sense of duty, that it is simply the right thing to do and it is a duty for them to undertake. Still others may be motivated through the opportunity of finding an increase in leisure time. As the society becomes more affluent, leisure time and early retirement comes into the picture, and because of this we are going to see more persons able and willing to get into this thing called volunteerism. Any one of these factors or any combination of these can motivate a person to be a volunteer. Of course there could be other motives and perhaps motives that are less noble than the ones that I mentioned. But again, my own observation has been that generally it is the more noble nature of man that motivates persons to participate in the volunteer movement.

Volunteers have and are providing their services to many institutions in our society, not just the schools. We are concerned in this particular workshop primarily with the volunteer in education, and education indeed is still one of the major institutions in maintaining and enhancing our society. Volunteers are already rather heavily involved in the schools of this country in varying degrees. In addition to the schools, they are involved in other institutions such as the courts and I notice with interest that one of the segments of the program deals with volunteers in the courts. Volunteers have worked in hospitals for many, many years. There have been volunteers in other institutions. For example, in Denver the Art Museum has had a long history of adult volunteers with something like 600 persons volunteering in excess of 10,000 man hours a year to our Art Museum helping set up displays, taking school children on tours, going out to the schools to talk to the kids before they come to the Museum, fund raising, and a whole variety of things. We have volunteers working in community action centers and in community mental health centers. There are some programs in our society which are primarily characterized by volunteerism, such as Big Brothers and Big Sisters, where there is a relatively small budget and a

small paid staff and yet a tremendous amount of service is being provided primarily by volunteers. This list is far from complete and once I tried to jot some of these down, the thought occurred to me it probably would have been easier to try to list the institutions that don't have some volunteer component to it, because I think it's the exception rather than the rule. So it seems to me that persons who do volunteer, volunteer for a variety of reasons and they do volunteer to a wide variety of institutions in our society.

More specifically, who are the volunteers in education? To me they seem to fall into three general groupings. First are the adults from the community, many of whom are mothers and fathers who have children in the school system. Some are interested citizens who have no children or whose children are grown and have gone through the school system. These adult school volunteers in the community represent a very wide range of interests, a wide range in age, and a wide range in educational background, providing a wide variety of resources. The second group are students from nearby colleges and universities with the number varying greatly from community to community. Denver happens to be blessed with many of them in the immediate area. I would like to consider these persons as young adults but they are perhaps more transient than are the adults in the community. Some are here for a semester or two, when they can give of their time. Some are here for perhaps four years and then leave the area. They do bring a different perspective, not a superior or inferior, simply a different perspective to volunteerism than do the adults from the community itself. These students are not just education majors, but have majors in all fields and range from freshmen through seniors. In some cases we again find volunteerism benefiting the volunteer. We find students who don't intend to ever consider education as a major, get hooked on it. It excites them; they get a real inner-satisfaction when they see a youngster's eyes light up, who have finally learned something, to think that maybe they had a part in this process. It thrills them and they want to go into it. Others who think they want to go into education on a professional basis find that there is more to it, that it is much more complicated, that perhaps they really aren't suited for it and counsel themselves out of it. Therefore, it has this positive by-product to it. The third group are students within the schools themselves. There are senior high school students helping one another, senior high students going into the junior high to tutor and work with small groups, junior high school students helping one another, junior and senior high school students going into the elementary schools, and elementary school students helping one another, either on a peer basis where the ages are practically the same, or cross age tutoring where an older student may tutor and work with a younger student. So much for answers to questions 1, 2, and 3.

Let me now turn to question 4 and comment on what I believe to be some sound basic strategies for implementing, maintaining, and enhancing a Volunteer in Education program. There are five strategies that I will discuss. These are offered in no particular rank or order, and I do not pretend that the list is all inclusive, but simply some of my thoughts. As school systems, or indeed as an individual school in a system, goes into the use of volunteers, I believe the school should at the outset commit themselves to the concept of providing for individual differences in the volunteers. Providing for individual differences in the learner has been an educational tenet for years and years. I think we are just on the verge of really trying to make that tenet operational, and the volunteers are of great assistance in that effort. We seldom apply that same concept of providing for individual differences in teachers, administrators, and indeed in volunteers. We certainly should because they also are individual different human beings. Different people want to volunteer to do different things and that has to be built in right from the outset. For example, there are persons who want to volunteer to do some type of clerical or secretarial work and do not want to work with the students. Fine - let

them contribute. There are others who may not want to do that, but wish to assist in some type of supervision within the schools. Fine - let them do that. There are others who really don't want to volunteer unless they can come into direct contact with pupils, either in small groups, or on a one to one tutorial basis. Fine - let them do that. There are still others who want to volunteer a particular and special talent, whether it's to play a piano or demonstrate weaving. They may wish to work with a perceptually handicapped child, because they themselves have such a child or are knowledgeable of the subject from reading they have done. Perhaps it is a bilingual talent that they have to work with a youngster in school who is having difficulty because of this particular problem. Within this context of trying to provide for individual differences in the volunteer, we also have to provide a strategy that allows the volunteer to change once he is in the program. I can think of cases where persons have volunteered only to do clerical and secretarial work because that is all they wanted to do and they were somewhat threatened by the prospect of working with groups of children or individual children. Once in the school they found that they could work with children and indeed did like it and said, "Next year when I volunteer I would just as soon get away from the typewriter and the mimeograph machine, and I want to work with the kids." There are others that go the other way; they think they like to work with kids and can, only to find out upon trying that this is really not their strength. Perhaps they can best contribute somewhere else. From the outset it needs to be built into the system to provide for individual differences and to provide for opportunities for the volunteer himself to change, to grow, and to become something other than what he was when he started the process. Very simply, we need volunteers from the community of adults, from college and university students, and our own students, if we are going to have a fully functioning Volunteer in Education program, because it allows us to better meet the needs of the individual learners who are our ultimate center of attention. There are fourth grade boys in the Denver Public Schools today who if assigned a tutor would probably best be tutored by an adult woman of grandmother age. Another fourth grade boy could best be reached by maybe a college student, maybe a young man. Another fourth grade boy could best be taught by someone not quite so adult, maybe a student coming over from the junior high who could best meet the needs of that youngster, or perhaps a peer in his own classroom or in another class in that particular building. We need that variety to provide for the individual differences.

A second strategy is to go forth and to build a desire for volunteers in education within the school system itself. I think initially you can expect impetus for volunteerism to come from the community, from outside groups, but if it is going to expand and really grow into something, ultimately there must be a commitment and a desire for it within the system itself. Teachers and administrators must ask for volunteers, maybe not initially, but over the long haul that has to be the basic characteristic. Most of our programs in Denver are predicated on the fact that you do not put a volunteer into a classroom during the day unless indeed the teacher has made the request. We cannot build a sound program if the sole, or the primary force, comes from the community and the volunteers themselves. What I'm saying is that it has to be built from within. You can't push it on anyone.

The third strategy is in essence to crawl before we walk, and walk before we run. I know there is a great deal of impatience in our society and I share a great deal of it myself. It is important that as we go into volunteer programs we do several small things well, rather than many things some of which, or worst yet, most of which have been done poorly. We have to be patient and build for the future. The mid-70's, the late 70's, or early 80's, these are years yet to come and we have to keep these in mind. This strategy of crawling before we walk and walking before

we run is related to the second strategy of developing an interest from within the system. My experience has been that the best programs indeed sell themselves. It is pupils telling other pupils about what a tutor or volunteer has done for him. It is one teacher in the faculty lounge, or at an in-service city-wide meeting, telling another teacher how great a volunteer is, or one principal telling another principal at a principal's meeting how great a volunteer is, or one parent telling another parent over the back fence or at a PTA meeting or whatever, how great a volunteer was.

The fourth strategy is to allow for larger school systems to encourage special interest groups. Denver at this time has four major organized volunteers in education groups:

TAP group, standing for Teacher Assistance Programs
Aides to Educationally Handicapped Children
Denver School Volunteer Program
Community Study Hall Association, Inc. Program

There will be an opportunity later in the workshop to learn more in detail about these programs. I look upon this diversity of interest as an asset and a strength rather than a liability or a limitation. Again, I think these special interest groups allow for individual differences in the volunteers themselves. Their area of interest, their motivation, can best be met by having these special interest groups, and a school system must commit itself to working with that diversity. It would be very unfortunate if one of these groups would come to the school and say, "Well, make up your mind, are you going to work with us or are you going to work with them" - and feel that they are in competition with one another. That is a strategy the school system simply cannot adopt. It is not a very good question. You simply have to say, "We intend to work with all that have the interest in children at heart, there is plenty to be done, come on in and join us". It is not a matter of competition, it's a matter of growth and cooperation.

The fifth and final strategy is that as a volunteer program grows, both in terms of numbers of persons volunteering, and indeed in terms of special interest groups that are emerging, it needs more structure and coordination. That almost sounds as though it is contradictory to strategy number 4 but I don't believe it is. What I'm talking about here is some type of unity within the concept of diversity. As we grow we have to evolve some general policies and practices to govern the volunteer program itself. For example next year in Denver, on a trial basis for one year, we are going to set up a volunteer advisory council to try to do exactly that, to look at the overall volunteer program for some policies and procedures in maybe areas such as screening, in-service, placement, recruitment, public relations, supervision, etc.

Now I wish to comment on questions 5 and 6. What is the school's responsibility to the volunteer and vice versa. Once a school system has arrived at that point where it is serious about an expanded quality volunteer program, it takes on several responsibilities. First, it is responsible for providing a paid staff member from within its organization to help coordinate, screen, train, supervise, interpret, and indeed serve as a liaison between the volunteers and the teachers and administrative staff of the school. The school also is responsible to encourage parents, teachers, administrators, and other professionals on the staff to totally and meaningfully accept the volunteer as somebody who can generally contribute to education. They should really make the volunteer welcome in the school and give them every impression (in fact not impression, it has to be genuine) that they are indeed involved in the process of education itself. This encouragement

can come in a variety of ways. It can be done overtly through speeches, through pamphlets that are handed out, through PR relations, and those do have to be done and they are important. But to me it's the indirect, the more subtle signs of communication that perhaps really tell us how important these programs are. I am talking here about the tone of voice that is used, about the casual shrug of the shoulder, or the facial expression that may be used by a person when talking about the volunteer program. I'm not talking about just the coordinator of volunteers talking about volunteer programs because everybody expects him to be enthused about his program. After all he wouldn't be in it if he were not enthused about it. I'm talking here about assistant superintendents for the division of education; I'm talking about executive directors in charge of elementary and secondary departments; I'm talking especially about school building principals, because they can do much to set the tone of acceptance, the tone of involvement, by indeed the tone of voice, shrug of the shoulder, and facial expression. They are in very, very key positions and in a very real sense have the responsibility to encourage volunteerism from within the organizations. The third responsibility is to provide local or city-wide in-service orientation to the volunteers concerning at least as a minimum basis, the building level of city-wide policies. Fourth, the school is responsible for raising the question and for developing some satisfactory solution with regard to volunteers' legal and physical liability. Fifth, it is responsible to provide financial assistance such as postage, materials, and supplies. They are a large budgetary item but it is something we can all put into our regular budget. Sixth, the school is responsible to provide recognition and public relations with regard to the whole volunteer movement. Denver schools, it appears to me, have reached that time and place in history where it must decide to what degree it can and will undertake these responsibilities. At the present time we have a teacher on a special assignment to the volunteer program. The question was raised - if, because of status involved, we should give an administrative or supervisory title to this particular position, when and what title. The key administrative officers in the central office are really coming to appreciate the power of the volunteer movement and I believe are really in a position now to generally and meaningfully encourage the growth of the volunteer movement in the schools, the second responsibility that I mentioned. We still need in Denver to resolve matters with regard to in-service and orientation, with regard to liability, with regard to financial assistance, recognition, and public relations. It is our hope that the volunteer advisory council that we will form for next year can help us move more rapidly in these areas of responsibility. These are some of the basic responsibilities of the school to the volunteer.

What is the volunteer's responsibility to the school? First, he must be consistent and dependable so that regular work patterns can develop. This is a must if volunteerism is to grow and indeed to sell itself. If the word gets around in a district that volunteers are inconsistent and that volunteers are undependable, the program will not grow and indeed may die.

Volunteers also have the responsibility of realizing that as they come into the schools to observe and work with administrators and teachers, that we too, just as the volunteers, are human beings who can and indeed do make mistakes and we will continue to make mistakes, and they have to recognize them. Administrators and teachers have the right to expect from the volunteers some type of tolerance and understanding. The volunteers certainly have the right to expect the same from us.

The third responsibility of a volunteer is to keep confidential all discussions or reports and records relating to the personnel or to pupils. Again this is a must if volunteerism is to grow and sell itself. If word gets out in a system that volunteers gather and use data to "get teachers" or get administrators transferred, or demoted, fired, dismissed, etc., the program, I predict with great accuracy, will not grow and probably will die, simply because of the nature of the beast that you are working with.

The fourth responsibility is to interpret to the community the educational program, and to develop good public and community relations to help us in our public relations. Again perhaps it sounds like 3 and 4 are contradictory one to another. You are going to see a lot but keep your mouth shut. In a nutshell I am not saying, "Don't only speak of the good, only tell good stories about the school and don't only comment on our shortcomings because you're going to see some of each, I would submit more of the former". What we are talking about here is a valid, honest interpretation of what indeed is going on in the schools. One of the problems is that quite often we get hit with broadside attacks from really some uninformed citizens. For example, they will come in and say, "All the teachers in that school are no good". "Well, let's sit down and talk about it", and pretty soon all becomes some, and then some becomes a few, and in some cases a few becomes one. "Well, if you really want to know, there's one teacher that's got to go". And they start it off with all of the teachers in the building are bad, or all books are old, or all supplies are no good or the whole building is bad and those things kill us. They kill us because they are so easily believed, and all I ask of the volunteer is to sort out, indeed what is accurate. Is it all or is it some, or is it a few, or is it one, or is it none, and tell it like it is in a very honest way. It is of great assistance to us when we do get the facts straight.

Fifth, the volunteer has a responsibility to assume leadership in helping the volunteer program itself grow and change. Just as we have a responsibility within the organization to promote it, to encourage it, to develop it, that's not our burden, responsibility, or challenge alone, but one that the volunteers share mutually with the staff of the school.

Students are more knowledgeable in special subject matter areas because volunteers have come in and either taught a special skill they know or indeed taught under the direction of the teacher something that is in the curriculum itself. Students are helped to become more open human beings for having experienced repeatedly, in small groups or in a one to one setting, that someone cares. Again I would like to go on record as saying that the vast majority of teachers that I know convey to students daily the attitude that I care, but it is simply a matter of numbers and time that it doesn't always get through to one or two students. The volunteer can in many ways give to a small group of students or an individual student a reinforcement that here is just one more person who indeed does care about me, and who can really understand the power of that learning, of that impression, on an individual student. I contend it is a positive one, and one that is needed more and more in our society. Also, the volunteer helps the larger system by directly helping the individual student in that system. Volunteers mean a better school system by providing indirect help to teachers and administrators. Again the help comes in many ways. They help simply by bringing into the school a different perspective, again not a superior or inferior, but a different dimension, a different perspective of the world. Teachers, administrators, and specialists after all are educators who have their own language, their own jargon. Many times we can't see the solution to the problem because we can't see the forest because of the trees. Volunteers aren't hung up on that sort of stuff because it's a different world from which they come to look at the process of education and they often can ask the obvious question. It's a simple question, but by golly it

makes us think. Or they can make the obvious suggestion that we should have seen but we didn't because of our own perspective. They can make these suggestions, ask these questions, and have a direct impact on the educational program, the books that are selected, objectives that are set forth, curriculum guides that are written, etc. Volunteers help the larger system, and thereby the individual learner, by helping change the educational program itself.

Lastly, I believe volunteers become a more accurately informed and a more genuinely concerned citizenry for the school community and again this helps in many ways. It helps when we have to vote on school board members, which we are in the process of deciding in Denver now. It helps when annual budgets are under consideration and discussion. It helps when bond referendums are put before the public for a vote. Again these are obvious, direct ways, but I would contend that this information, and this concern, that volunteers generate is more powerful in the indirect, subtle sort of way. It's when somebody at a cocktail party, or a bridge party, or over the back fence, or at the supermarket, makes some comment like "all the schools are rotten" and they expect me to defend and clarify it because I'm the establishment, I'm part of the system. It is quite something different when another fellow citizen, another fellow parent, who doesn't work for the school and doesn't get paid says, "Now wait a minute, that's not exactly right. I happen to go into the schools and sure, some of what you say is true, but this is also happening and this is also happening". That to me, is of great assistance to the school.

In closing let me simply say that Volunteers in Education can mean a great deal to the school. At this time I would say can mean a great deal, to the school, or will mean a great deal, rather than do mean a great deal. I think a case can be made for any of those particular words but I say can mean a great deal of difference because I personally feel that volunteerism in its present state of development is still basically a promise. We are only really beginning. I personally believe that given the proper encouragement, workshops such as this one, repeated in 1975, or perhaps 1980, can indeed be closed by someone saying "Volunteers in Education do mean a great deal to the schools". The volunteers can assist the school to enter an era in which we must make our own personal goals for our own children the national goals for all children.

CHICKEN LITTLE WAS RIGHT - THE SKY IS FALLING

DR. JAMES L. OLIVERO

Dr. Olivero, Executive Director of the Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico, has been a secondary English and History instructor in Decatur, Illinois, and a Principal in Poway, California. He recently served as Assistant Secretary, National Commission on Teacher Education and Professional Standards, National Education Association. Through special assignments he has presented many papers to workshops, authored numerous articles for educational journals and provides educational consultation.

I would like to tell you how elated I am to be here today. I came in on the world's greatest airline last night - Frontier - and when we left Albuquerque, we got out to the end of the runway and the captain revved up the engines and we went back to the hanger for about five minutes. Then we went out to the end of the runway and took off. About midway in flight there was a man sitting next to me who leaned over and asked the stewardess why we went back to the hanger. She said "Well, when the captain got out to the end of the runway, he didn't like the sound of the engines." So we flew a little further and the man said "Well, what did you guys do back in the hanger there for five minutes?" and she said "Well, we just changed captains". So I really do want to tell you how delighted I am to be here today.

You know talking about the airplanes, I happen to fly a little bit because we do quite a bit of work out on the reservations. I flew into Denver last week to do some work with the Career Opportunity Program. While we were flying from Albuquerque to Denver we always call the traffic control people to close out a flight plan. If you don't land fifteen minutes or so after you are supposed to close it out, they start looking for you. So I called the air traffic control and said "This is Cessna 451 and I would like to close a flight plan, could you give us a time check?" He said "Well, if this is Frontier, the day is Thursday; if this is United, it's 2200 hours; and if this is Olivero Airlines, the little hand is on the side of the."

We'd like to talk a little bit about change in American education. We have some notions or make some motions that the schools should be changing. I think the volunteers in our schools may be the real impetus for change. At least new types of personnel in our schools may be the real impetus for change. We're not saying that everything is wrong in the schools but I think even the school people are recognizing that we must have some additional resources to make the kinds of changes that we think are important. Now if you would agree with me that any one of these is correct, then indeed we must make some changes, because it seems to me up to this point in time we have made the false assumption that all students are capable of attaining equal levels of academic and social achievement. Now if we didn't believe that, we wouldn't have the arbitrary grade levels that we now have, 1st, 2nd, 3rd, 4th. We wouldn't have all first grade students going to school when they're six years of age. In New Mexico we permit youngsters to go to the first grade if they happen to be six years old by the first day of January. If they're six years old on the second day of January, they're not permitted to go to school until the following September. There's a very advanced country in South Africa which permits youngsters to go to school to the first grade if they can touch their left clavicle with their right hand, and I would suggest to you that is a better measurement of maturity than whether your birthday comes on January 1 or January 2, not to mention some of the other arbitrary kinds of false assumptions we have made.

Secondly, very often we have said that covering the book of the subject area is the primary and only purpose of teaching. You know, you open the book on page one on

day one and close the book on page 278 on June 4th and that's the name of the game. Obviously there are many other types of resources that can be used. As a matter of fact I was in a classroom the other day where the teacher was talking about inquiry and creativity and she had a hard time figuring out how she could teach the children this whole notion. So she decided what she would do would be to ask the children to bring wrapped boxes to class and by asking twenty questions she would find out what's inside and demonstrate to the children how this inquiry process worked. So the first child brought in a long, narrow box about this long. The teacher knew this child's father was a florist, so after asking about fifteen questions the teacher guessed that inside were probably some long stemmed red roses; and sure enough when they unwrapped the box, inside were some long stemmed red roses. Another little girl brought in a box, square shaped, and the teacher knew that this girl's father was a hair stylist. When she began discussing with the little girl what was in the box, she went around the twenty questions, and sure enough when they opened the box, inside was a styrofoam head and a wig as the teacher had anticipated. When a boy brought his box in, she knew that Billy's father was a bartender so she figured inside was a bottle of booze. Billy started up the aisle with his little box and the box was leaking. The teacher thought, how am I going to save that box long enough to get through these twenty questions so she began asking questions very rapidly. Finally she said, "I think inside there is probably some Coca-Cola." The boy said "No, its not Coca-Cola", so the teacher went "Seven-Up?", and the boy said "No, it's not Seven-Up". "Royal Crown Cola?" "No, it's not Royal Crown Cola". Finally the teacher, thinking I've got to say that said, "Well, I give up, what's in the box?" and the little boy said "It's a puppy". Well, so much for creativity.

The third thing that we have done, and the third false assumption it seems to me that we have made, is that students are more alike than different in ability. Now if we didn't believe that, we would stop administering the nonsensical, irrelevant standardized test to children who are culturally different. You know, we administer the California Achievement Test to the Navaho Indian youngsters, and on the California Achievement Test we ask about the milkman delivering the milk to the front porch of the hogan and believe me there ain't no milkman delivering milk to the front porch of a hogan. So we punish the children very often by administering tests that are irrelevant in the first place, assuming, you see, that students are more alike than different in ability. What happens to that child if he goes to school and he doesn't speak English? He might be a Chicano child who does not speak English and by the fourth day of school the teacher is able to go to the child's cumulative folder, and indeed that child is stupid because the Stanford Achievement Test says so, you can read it right there, and he is very often punished.

The fourth thing that we have said is that all students learn most effectively by the same method. I'll bet that some of the volunteers have found this. You know at the secondary school level, teachers talk 94% of the time - 94% of the time! Elementary school teachers are a lot better, they only talk 88% of the time. If you've gone to a college course recently, college teachers talk 132%. Obviously youngsters don't all learn by the same method. We have said that all students have had similar social experiences in academic accomplishments. Not true, not true. I was at Lincoln Junior High School in Washington, D.C. not too long ago, all black children, eighth grade class. Most of the youngsters had just moved up from Mississippi and had a very difficult time speaking the language used in that particular school room. The homework assignment given by that eighth grade teacher for the students was to write a four-line Shakespearean quatrain and indicate at the bottom of the paper the type of meter being used, iambic meter or pentameter; a little irrelevant. A great little black kid sitting nearby leaned over and said "Hey man, I'm going to use a kilometer". So many of the Dick and Jane things that we try to use in our classrooms aren't very

effective for youngsters in many of the schools where you're working. The false assumption that we have made is that all students have had similar social experiences. We took some Navaho youngsters to Yuma City, Arizona, on a field trip and stayed over night in a motel. The next day the maid came in and said what marvelous kids, they made their beds this morning. But the truth of the matter was those kids had no beds in their hogan, they slept on the floor. Then we put them through the kinds of experiences that most lower class children have gone through when they come to the public schools. You can help in that; and that's the reason that I say "Chicken Little was right, the sky is falling". We are beginning to realize that there are some dents in the helmet, and beginning to make some cracks in that eggshell that are pretty important.

Finally, we've said that all students have the same needs. We have made some very false assumptions, it seems to me, about educators. First of all, we have said that educators are highly capable; that is, all teachers should be all things to all kids at all times - no way! With the population explosion, the knowledge explosion, there is no way that a teacher can be all things to all children. A teacher cannot be a facilitator, a lecturer, a physician, an interpreter, and that's one of the reasons that we need to have other kinds of educational personnel, certified and non-certified in our schools, volunteers if you will.

We have said that educators are more alike than different. That's why we give all third grade teachers twenty-eight students. When I was with the National Education Association I used to run around the country saying, "One of the major changes we have to make in education is to reduce class size from 34 to 33, or 28, or some other funny number." That doesn't really have very much to do with how children learn and we know that educators are different.

A third thing that we have said is that all educators should be rewarded via the single salary schedule. That's for growing older on the job, and taking something at a nearby university called in-service education, from a professor who is using ten year old yellow notes, very often. There ought to be different ways to reward teachers. Right now I will bet that the Denver Public Schools have 91% of their dollars tied up in teacher salaries which rewards the teacher who has been around 12 years, irrespective of the performance of that teacher. You know and I know that there are some teachers in the system who may be far better teachers. Everybody knows it, volunteers know it, teachers know it, kids know it, administrators know it, that there are far better teachers than someone who's been around 12 years. But who is rewarded? The one who's been around 12 years. That's the single salary schedule. You and I must do something about that.

Number four, we've said that it is impossible to assess the relationship between teaching and learning; that's not true. We've talked about the great teacher who has a different style; yes, there are great teachers who have different styles, but we can demonstrate clearly the relationship between teaching and learning. It has been done and is continuing to be done.

The fifth thing that we have said is that professional educators are unable to monitor themselves. You know how up tight educators are about volunteers in some states? In New Mexico, where I live, we have established a marvelous law which says that all volunteers, all aides of any kind, must have a high school diploma or GED equivalency. That very effectively keeps out some of the Indian mothers, the Spanish speaking mothers and the black mothers, who need to be in the school to act as a liaison between the home and the school. How dumb, but that's what we have done. I hope that you all will help to protect against that in your state. We have some problems in our schools. We have some major problems in quality control. We are making certain that students are getting the kinds of things that they should have. We have a major

problem with dissemination of information and if you'll look around the country, educators spend a great deal of their time re-inventing the wheel. Somebody else has already discovered that wheel, yet people in other parts of the country are learning how to do it. As compared to the medical profession, when a heart transplant was made in South Africa, it was 2 hours and 23 minutes later that the same heart transplant could be made in the Mayo Clinic - 2 hours and 23 minutes! You know how long it takes to get an idea from the idea stage into the classrooms of American education? Fifty years is right - would you believe 30 - between 30 and 50 years most people are now saying.

We have had some untrained and incompetent teachers, that's true, and we have some tender laws which protect some incompetent people. We have some untrained teachers because teacher training institutions are not preparing the teachers to work in the kinds of schools in which most of us are involved. For example, in the state of New Mexico, we do not have one course in teacher preparation that teaches teachers about children who are ethnically and culturally different - not one. We have Spanish speaking youngsters, American Indian children, black children, and Anglo children - four different cultures at least, and not one course to talk about cultural goals!

The fifth thing that relates to some of the neighborhood problems that we have is that tagging all the bases is very difficult. It's hard to know who's speaking for whom these days, which group is speaking for what, very difficult. Another major problem that we have is the year by year funding which mitigates against articulation and continuity of programs. This is really a tough problem, you know, here today, gone tomorrow.

Another problem is one of finding how to pull together the very scarce resources that we have. Right now I will wager that in Denver we have CEP, SER, Title I, Title VII, Volunteers, COP, Model Cities, and some others, many of which have pretty similar foci. They are trying to do the very same thing but they don't talk with each other and they have fantastic overhead, because we're running 63 different programs and we need to find some ways to pull together those very scarce resources. For example, there is a program in which we are now involved in El Paso, Texas, at the recreation center. The idea here is to pull together some very scarce resources having Adult Basic Education, to work with preschool programs, to train aides for the schools, to be involved in economic development because not very much is going to happen unless we concern ourselves in the poor area with economic development and support, and to have a project council that consists of people at the neighborhood level. One of the things that I've been talking about for a long time is school boards at the neighborhood levels so they are in fact determining the alternatives that they want for their own schools. I see no reason why that can't happen or why it shouldn't happen, and it can happen very soon. We need to have some technical support on those local projects. We also need to have some Ombudsmen around. Ombudsmen are people who are available like volunteers, to help people in the neighborhoods that are poor know where to go to get help. Where do I go to get the rats out of my apartment? I don't know who to ask. Where do I go to get the garbage picked up off the street? I don't know who to ask about that, and that's what I'm talking about - the Ombudsman.

If we're going to talk about the school, and I like to still think that it can be saved (some people don't think that it can), I'd like to talk about the school as a social system. Up to this point in time, it seems to me that we have discussed the school as a logistical problem, how to get the right kids with the right teacher in the right room at the right time. That's all, just a logistical task. But if we're talking about the school as a social institution, then we're talking about

the needs of children as being the most important thing. What are their needs? Not what are the needs of the teachers or what are the needs of the custodian or the cook. What are the children's needs? And then how do people around that area assist with meeting the needs of the youngsters? I happen to be one person who does not believe that all kids know all their needs all the time. Some of our schools have given away the ball game, I think, by asking kids all the time, what are your needs? We ought to listen obviously, but I happen to think that we have some intelligence as well. The major concern about change is that it must begin with us - it has to begin here, not out there. Most school administrators, of which I was one, are very great at figuring out how to change somebody else. I'm going to change the department chairman, I'm going to figure how to change the kids, I'll get that coach taken care of; but the change has to begin here. It's very hard, even with all the things that we now have available. For example, we were coming back not too long ago from Washington to Albuquerque, and we were on a 707 jet flying 35,000 feet in the air. There was a marvelous little old lady on that plane about 124 years old, had on white tennies, and the whole business, who got up to go to the restroom. She went in the restroom and came out and started waving frantically at the stewardess who charged up the aisle. There was a little discussion that took place there and the stewardess went to the back of the plane and went up to see this lady who went into the restroom and in due time came out. When we landed in Albuquerque the stewardess said, "Come here, I want to show you something". So I walked up with her and we looked in the restroom and this really nice lady had taken a safety pin and had clipped together the curtains on the window in the restroom - and we were flying 35,000 feet at 600 miles an hour. You can imagine what a plane going by - zoom - right? We have some little old ladies in tennis shoes in education - some of whom are men. We do have modern technology and we do have the know-how to make change but the change begins with us and that's the most difficult thing to really begin - change. It's very hard. Don Richardson did some things this morning on getting to know you. Very often many of us don't know ourselves, and if we can't get our heads together we'll have a very difficult time helping youngsters get their heads together. The schools up to this time, certainly after 1958, after the advent of Sputnik when we set out to beat those Russians, focused primarily in this area; we're going to develop scientists, mathematicians, foreign language experts, scholars, and that's important. We're also going to do some things about helping people have better physical fitness so they can go to war. That's the truth - you know that's the reason we began a new physical thing is because so many people were not passing the physical examination during World War II.

The third thing is the whole aspect of area - man's understanding of himself, man's understanding of his fellow man. We've done very, very little in that entire arena and that's one of the reasons why we have problems when we talk with mamas and daddies. We had a discussion with some Chicano parents in San Jose, California, in which they said that what is happening in the schools is that schools are forcing us away from our children. Everybody comes between us and our children - the teachers, the administrators, the policemen, the judge, the social workers. Our kids go to school and they don't speak English. In school it is demanded that they speak English; therefore, we are saying indirectly to that child, your parents must be bad because they don't speak the English language, the American language. We do a lot of those kinds of things with youngsters, and the parents there were saying they have to find some way to be accepted. The cook gets in our way because our kids bring enchiladas and tacos to eat, but the cook says that's not the right kind of diet, or our kids bring soul food, or our kids wear dashikis to school and that's not acceptable dress. Well, who says it isn't acceptable, and why do we have to cause that kind of negative self image and self concept on those kinds of issues, or for any issues for that matter? We're very concerned about the

affective area, and we have found that if any one of these elements is negative, learning will not take place in the schools. Now I hope as volunteers you keep these in mind, as they are extremely important. An education is a people business.

The first problem is the attitude of the child toward the content. If the content in a classroom is one which the child does not understand or is irrelevant to him, then he is probably not going to learn. An example of that is reading about Spot - there goes Spot - Jane see Spot - Dick see Spot - Dick see Jane - Dick and Jane, etc. and that goes on irregardless and it's not always relevant for kids who come from the ghetto or the bayou, or American Indian youngsters, in many cases. Look at the attitude of the child towards the school, the kinds of things that are expected of the school, some of the arbitrary and rigid rules we have for the school. A third consideration is the attitude of the child toward himself. Most of you are probably familiar with the Pygmalion research studies. This is kind of a famous research study in California which has some research hang-ups but they found a situation something like this: two sets of children were in school in California and they were to be transferred from one teacher to another teacher. In the transfer process one group of youngsters was supposed to be very good and the other group was not supposed to be particularly good, and the papers got crossed. The teachers received the good papers for the kids who weren't supposed to be very good, and the bad papers for the kids who were supposed to be really great. And you know what happened - sure enough, the kids who were bad and had the good papers, because the teacher thought those kids were good kids, did well and that's called self-fulfilling hypothesis. You and I can do that. If we think kids aren't going to do well, they aren't going to do well. If we think they are going to do well then we can do a lot of things to insure indeed that they do do well. Let me suggest one thing that you should think about. Provide a successful experience each day in school for each child - just one successful experience. Ask them at the end of the day, what did you have today at school that was successful or that was rewarding, or that you liked, and that becomes a self-fulfilling hypothesis for the child. I did have fun at school today, learning can be fun - I'm going to go back tomorrow. I can tell you some stories about schools in Alabama where they did that, and the attitude of the child towards himself and the attitude of the child toward the teacher, is changing fantastically. Let me give you a couple of examples on that. We have some video tape in the laboratory about a school in Northern New Mexico where a teacher asked Juanito a question. He does not answer because he doesn't know the answer. Then the teacher goes around the classroom and asks the same question of other Spanish speaking children who do not respond, not because they don't know the answer, but because they do not want to embarrass Juanito. Now that is part of the culture of that child. Very often the teacher doesn't know that because she's gone to teacher training institutions who have not taught anything about that. Or let's take the Navaho child, and I think perhaps the Hopi, who is taught at home not to look the adult in the eye as a matter of respect, but the middle class Anglo teacher in the Navaho classroom is trying to get eye contact because she was taught to get eye contact. So the child is saying to himself, I don't understand why I'm put into this conflict because the teacher at school tells me to look her in the eye and my parents tell me as a matter of respect, don't look adults in the eye.

These are some important things for us to know, to work on. If you're working with poor children, as a teacher, an important thing is to know that we must reward immediately. Kids who are poor aren't interested in how much an education today is going to help them 12 years from now. Immediate reward - how is this stuff that I'm doing right now going to be helpful to me this afternoon - not 12 years from now.

As volunteers, if you pick up papers on one day, for crying out loud get them back the same day to the children, because not only are we not helping, but we are punishing by trying to do the delayed ratification notion which is pretty reasonable in most middle class schools. That helps the child to establish some attitude about his teacher. Finally there is the attitude toward the teacher's culture or race. This cultural thing isn't a one way street. That child needs to understand the Anglo culture as well as the Anglo culture being able to understand the Chicano culture or the black culture. If you are to administer a test, grade it, and give it back to the child. That test can be a diagnostic tool to find out where kids are and to re-cycle them to help them move where we want them to be, to learn the things that we think are important for them to learn rather than a punishment issue.

The second thing we now do in most of our classrooms is administer primarily paper and pencil tests. How many of you have "slow learners" that you work with? Have you ever asked them to go home and watch Hawaii Five-0 and come back tomorrow and tell you what it's about? Can't they tell you almost verbatim what happened on Hawaii Five-0? Does that tell you they're dumb? No. It tells you what you missed on the paper-pencil test. What kids can do, that's what we're testing. We're not testing whether they know the ideas, concepts, and principles, because we could ask them that and very often they do. What we're asking them is, can you read? It's fine to test for reading but let's remember if we're testing for reading what it is that we really are doing. Another thing we do often is test for the memorization of facts. I will wager that most of you in world geography in the ninth grade memorized the imports and exports of Brazil. I had 34 minutes of conversation at the table today about the coffee imported and exported from Brazil and don't you talk about that every day? Isn't that really pretty important? I bet also in school we memorized those colonies over there along the coast - those weren't the first colonies, but we memorize those facts and those happen to be false. Santa Fe was established long before those people landed in the little boat called the Mayflower. We really test for a narrow range of behaviors right now, as opposed to inquiry, curiosity, the kinds of things I was talking about earlier, the puppy. The most important thing we could do in our school probably is help children assess their own strengths and weaknesses - self evaluation. We don't do that very often. Most of the evaluation that is done, is done by the teacher.

What does all this mean in terms of new roles in our schools or roles of the volunteers? It means we ought to have some very different kinds of organizational patterns in our schools, it seems to me. If we're going to have those different kinds of organizational patterns, we probably need to give consideration at least to these five areas. We could go into great detail but I won't today. As a matter of fact, I'm reminded of the lady on the airplane not too long ago with her little boy and girl. About midway in flight the little boy wanted to go to the restroom so they went up to the front of the plane and the little boy finished first from his restroom and came out and went back to his seat. Another man went up and went into the restroom. When the mother and the daughter came out of their side, thinking that Johnny was next door, she knocked on the door and said "Honey, don't forget your zipper". Which was OK you know, but when the man came out, he looked around and saw only the stewardess standing there and said "My, you ladies certainly think of everything, don't you?" We're not going to think of everything today on this, but we would like to talk about some reorganizational patterns in the schools and those organizational patterns must be based upon student need. Up to this point in time, most of what we have done to help children is to operate under the guise of helping children, but we really have had faculty interest at heart. I'm going

to have teacher aides so I don't have to crank the Ditto machine; I'm going to have teacher aides so I don't have to supervise the lunchroom; I'm going to have teacher aides so I don't have to meet the busses in the morning. All that stuff is important, but often what we do is put the needs of the faculty first and foremost when we better be putting the needs of the students first and foremost. I would suggest to you that if we do we'll have far different roles than we have in schools as they now exist.

The second thing that concerns me is certain types of role decisions - who's going to be doing what. After we have analyzed the needs of the students, I would bet that we would not find all third grade teachers or fifth grade teachers or twelfth grade teachers being equally competent. Many schools have already recognized that. For example, there is a school in Temple City, California, that has a very different kind of organizational pattern. This is called staff differentiation. I would like to call your attention to a book called "Educational Manpower" that talks about the roles of volunteers in schools with differentiated staffing patterns, available from Indiana University Press. They have a different kind of learning team at the school where they attempt to diagnose the needs of children, to come up with prescriptions for them, and to have the bodies available to provide the assistance that are involved in the prescription. There are a couple of problems with all that. First of all, how many of you all in this room have ever been taught to diagnose a learning difficulty? Nine or ten people in the entire room. How many of you, after you have been taught to diagnose the problem, have been taught how to come up with the prescription to overcome it? About the same number. If we are going to individualize instruction, and that's what the name of the game really ought to be, then we have to learn to diagnose the problem of the child and come up with the prescription. I can't think of fifteen teacher training institutions in the United States that are doing that. As new role decisions are made, one of the things that concerns me is what kind of training programs are we going to have. If teacher training institutions are not getting the job done, then somebody else ought to have the opportunity. The Denver Public Schools ought to be able to have its own teacher training program if colleges and universities are not doing the job. From my point of view, they are not, in very many instances. Right now colleges and universities have a monopoly on teacher training. You must go through that institution to get the stamp on the forehead. You can't get a certificate in the bayou, you can't get one in the ghetto, you can't get one totally as a volunteer, and I would make a small wager with anybody in this room that some volunteers in this room right now are better teachers than some teachers who have gone through four years or six years of teacher education.

There have been a lot of other patterns; for example, there is a pattern of staff differentiation underway right now in Beaverton, Oregon. It's underway right now and as you can see there are non-credential supportive staff - volunteer aides, clerks, graphic artists, resource people - not only resource people within the institution but outside the institution - at the art gallery, at the movie house, at the YMCA, a lot of resource people. There is another kind of pattern that is underway right now in Kansas City, Missouri, and using a very different kind of organizational pattern, using non-credentials. But, if we're going to have all these things, one of the problems we must overcome is the relationship between colleges and universities and public schools and I think that you, the volunteers, can help break the kind of relationship that we have had in the past. This essentially has been that during the last nine weeks of the senior year somebody will be sent out to do student teaching. That's when he finds out that he may or may not be cut out for teaching, and there aren't very many of us who have enough guts to say in the last nine weeks of our senior year "That really isn't for me". We have too much invested at that time to say no. A school is involved in a plan in Vermont where the students

went out as sophomores, they were teacher aides to student teachers when they were juniors, and then were student teachers as seniors, so that the theory and practice of the classroom, vis-a-vis the Ivory Tower, did have some relationship. What went on in the college had some relationship with what went on in the public schools or in the local school setting. Then what we do to those youngsters, or those teachers, is that on June 4th we say good-bye, bless you, sprinkle the water, and next September they enter the classroom, never to be heard from again. Every once in awhile we send out a questionnaire asking how are you getting along. I worked with a program last week in which there are some professors in this area who are still not making very many visits to the public schools. They need a very close relationship with the schools. We must break down, it seems to me, the Ivory Tower syndrome of sitting in the college and university and tie together much more closely with the public schools. That's what we call continuing education, as opposed to pre-service and in-service training.

There are a lot of changes that can be made. The classroom environment from our point of view ought to begin to look something like this: that we change from the passive kind of classroom where teachers are talking 94% of the time to an active classroom, that we change from mandated types of programs to programs where there can be great selection on the part of the children, and that we change from extrinsic types of rewards to intrinsic types of rewards. Extrinsic where we are bribing with grades very often or punishing with grades, to intrinsic where youngsters are learning because they want to learn, not because they're going to get five units of credit or an A on the transcript, or a karate chop if they don't get their homework assignment turned in. I hope we are going to move from rote to inquiry, asking questions and also coming up with some answers. As a matter of fact, there are a lot of people asking questions these days and not very many are suggesting any resolutions to those questions. Hopefully we can move away from the impersonal type of classroom as we have known it to one where self-esteem becomes one of the most important things in the classroom. But if we don't talk about anything else today, or if you don't remember anything else today, I hope you will keep the words of that great educational philosopher, Pogo, in mind, who not too long ago was asked why we have not done more in American education. He responded by saying "We have met the enemy and he is us".

THE VOLUNTEER'S ROLE IN TREATING READING DIFFICULTIES

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The role of the volunteer in treating reading disabilities is a fairly difficult notion with which to deal. One of the reasons why the role of the volunteer in treating reading disabilities is a touchy subject is that reading specialists feel that there is no one who can do a good job with treating reading disabilities except the specialist. I think we ought to try to put that myth to rest a bit, because it is not entirely true. However, there are a number of limitations to the performance of a layman who does not have some special knowledge of instruments and some of the technical background that a reading specialist has. I think that all of us are acquainted with the fact that reading is like the word "Shazam", it has a certain amount of magic to it. It carries threat and power and promise, all of these factors. We are very much interested in finding out what it is that all of us can do to engage in this power, in this magic, that not only the term, but the operation of the process of reading carries with it. We know that all of us need it, but more importantly we know at this point in time that a great many of us fail to have it. It is estimated that some of our major cities, where large sections are occupied by ghettos, have about 60% of the children in the schools who do not perform at what we might call a functional level in reading. Now if that is the case, then there's something very wrong with what is going on and we are all aware that something is wrong. What we try to find out is why people are failing and then, of course, what it is that all of us can do to overcome some of the problems.

In order to work into a way of seeing how a volunteer can help with reading disabilities, I'd like to have you follow with me in a couple of scenes from my past. A few years ago I was working in a large city school system in a role similar to what a volunteer would do, traveling from school to school. This was an exploratory kind of occupation and activity for the school system.

Scene 1. Picture a fourth grade class, a mixture of blacks and whites, not very deprived but not rich either in the neighborhood. In the class 3 or 4 nice clusters of children all busily engaged in things, teacher apparently happy and in the midst of them and off in one corner one boy sitting at his desk with two pencils, drumming. The teacher explains the activities in the classroom and how she teaches reading. I keep glancing over at that kid in the corner who's drumming on the top of his desk with the pencils, and she said, "That's Tony. Tony can't sit still, Tony can't read, Tony is too distracting in a group to participate over here. He is a bad boy too."

Scene 2. A first grade classroom, lot of activity, happy room, all white suburb, children in the center clustered together, working. Around the edge one, two, three children in isolation, two boys, one girl. Again, the teacher explains to me what's going on and I keep glancing at the kids

around the side and the teacher says, "I notice that you're concerned about those children over there, they are mentally retarded", and I said, "Do you have any facilities for taking care of mentally retarded children here in this school district?" The answer was "No, they have to go through some county procedure before they can be placed in very special classes, but these children haven't been tested yet". "If they haven't been tested yet, how do you know they're mentally retarded?" "That one over there, the little girl, her sister was mentally retarded, and you can tell by looking at her that she is too, and these two boys are unable to do any of the tasks, and just refuse to do any of the tasks that the other kids do in this class". The three mentally retarded kids are watching me and the little girl waves to me.

Scene 3. Intercity black ghetto, very poor, grade four classroom. In the midst of the children in this classroom is one boy, arms folded, head on his chest, eyes on desk, nothing else. I'm there for an hour, he never changes that position. "What's wrong with that kid?" The teacher says that he's always sullen, he never responds, he will not even talk to anyone in the classroom, at least not recently. He's been here for several months now and recently he won't even talk to people.

All of these people are described to me as having severe reading problems, and reading difficulties with discipline problems in the classroom. Now there's a certain correlation between these two things. They go together very often, and therefore often times when the teacher thinks of a severe reading problem, a discipline problem is associated with it. By discipline problem I don't necessarily mean that the kid is trying to tear up the room or that he's interrupting. He's disrupting, and prevents normal classroom activities within another group going on, at least satisfactorily or conveniently. Why were these children all in a sense of isolation? Tony, the drummer, the retards, and Randy, the sullen one who had created his own isolation within the group, (he wasn't moved out because he was a discipline problem in the sense that he was disruptive) he just didn't cooperate, he didn't do anything, and of course in that sense the kids were aware that there was a disruptive element in any group activity. We decided we would ask these children about why they weren't performing and to use a bit of introspective technique to get at a child's perception of why he is bad and failing.

Tony, the drummer, "How are things going Tony?" "They're all right." "Are you reading very much?" "No." "Why not?" "I've been failing in reading." "What do you mean you've been failing in reading?" "I got a couple of F's, the teacher says I don't read very well, and I really just can't do it." "What seems to be the problem Tony, why can't you read with the rest of them?" And Tony says, "Well, I don't know, there's not much interesting here in this room". "What interests you, Tony?" Tony pulls out a sheet of paper, he's drawn a picture of a race car on the sheet of paper, with all kinds of gadgetry, to me gadgetry because I don't know anything about race cars - with exhaust pipes, manifolds, and airfoils and all kinds of things on that race car which he proceeds to explain to me. All of that explanation came out so clearly and with so much comprehension that I got the feeling Tony had much going for him, at least as far as intelligence was concerned, and I said to myself, why, why should a kid like this not be reading along with the rest of the kids?

I went to the room with the retards. "OK retards, what's wrong with you?" Evidently we didn't ask the question that way. We ask them, "What are you doing here in school?" "Whatever we want." "Whatever you want? That ought to make reading and other activities here a lot of fun." "Well no, because we can't do it with the rest of the kids." "What do you mean, you can do whatever you want?"

"The teacher says we can go look at the books, the picture books, we can draw, or we can look out the window, just as long as we don't bother the other kids." "I see. Do you like to look at books?" The little girl who waved to me said yes, she liked to look at books. She looked at them a lot. "Tell me a story that you know. Get me a book and tell me a story." She goes to the shelf, picks out the book, and proceeds by using the pictures to tell a very coherent story. We go out into another room and the other two and this girl sit down and they explain to me all about the playground activities that they engage in, again talking in a fairly coherent way, as best children can, I think, for first graders.

Randy, the moper, the little black boy all crunched up. "Let's go for a walk down the hall, Randy. Why is it that you sit in your chair like that and don't even look up? Randy, I notice that you've got a little notebook there in your pocket - where did you get the notebook?" "It was at home." "What do you have in the notebook, Randy?" "It's nothing." "Randy, why is it that you don't read with the rest of the kids?" "I'm too dumb, I can't do that, I'm too dumb." "Randy, something tells me that in some ways you're very smart. I get the impression that you know some things that you're not telling me." Randy smiled. "Why don't you make an effort to work with the rest of the class, Randy?" "I'm too far behind." Grade four. "I'm too far behind, I just can't do it, I'm too dumb to catch up."

These are the children's perceptions of themselves as a result of certain experiences that they have had in the classrooms. Now I'm not describing these three scenes because I want to indicate to you that all of the classrooms in the country are like that, but these three enable us to discuss some reading and learning problems and the psychological characteristics of reading and learning problems in which volunteers can participate, perhaps, in a better way than the classroom teacher can. We have children who are in trouble, and when children are in trouble in a learning sense, they get in trouble in other senses too, usually. Children were failing to perform the task, the learning, the reading task, that the school had provided. Because they were not participating and performing as the teachers or the school expected them to, there were certain things that happened, not maliciously, but they happened. None of these teachers could talk to them. To listen to the teachers wouldn't give you the impression that they hated kids, that they were trying to be statistics, that they in any way were going to destroy a child simply because he irritated them at one time or another. But in a sense they had done that. When a person fails in school because of the way we have trained teachers (I'm a trainer of teachers), because of the way we have brought along our entire educational system, we tend to give the child the impression that he is no good, that he can't perform and therefore that he may as well do something else to prove that he has some value. We can site research study after research study that basically says, those children who fail and fail seriously in reading, and this would apply to several other subjects as well, but to reading which is so important (that's the magic word), those who fail in the basic skill of education begin to develop a series of psychological characteristics. They feel that they are failures; they become insecure and not only insecure in the one academic task that we're focusing on in reading, but the insecurity begins to generalize itself. I can't do anything. I'm not capable of doing anything. And the longer we keep them in that position of being a failure, the greater, the broader that sense of insecurity becomes. They feel rejected.

Now the three scenes that I described for you evidently showed rejection. The teacher didn't intend it to be that way. She said this is an efficient way of managing the classroom. But what's the result? Tony; the drummer in the corner, the retards in corners around the room, Randy, all closed up, his own wall of isolation around him; rejected, low self image, another characteristic. I don't

think that I'm capable - I probably can't do much - why try? None of us can live with a low self image, a poor self concept, and so we do other things in order to tell people that we are valuable. Tony draws cars. He creates a disturbance, because then somebody says "Tony's important". The kids can look at Tony and laugh. I will look at Tony and say, "How come you're drumming, Tony?" Randy does what? "I'll close them out; I'll create my own world. Then they know that I've got something important to say to them." We can't live with a poor self concept so we create a better one for ourselves. Where does that put the volunteer? Let me ask you what you would do if your own child were in trouble. If your child failed if he didn't make the Little League team, or whatever it is that is important, what would you do if he failed in some task that was important to him, and perhaps important to you? Would you tell him to go sit in the garage for awhile because the other members of the family did make the Little League team, when they came along, or would you try to show him that he has been successful somewhere else. Would you tell him to keep trying or offer your own help? As a father you'd say, "Let's get out and practice a little, you pitch, I'll catch, you bat, I'll throw". You want to give him some sense of success, it may not be in the Little League activity, but you want to identify for him that he is and can be successful. "OK, Tony, that's a great car that you just drew. As a matter of fact, Tony, you told me more about cars than I know and look how old I am and how many years I've been in school. I don't know all those things about cars. You know Tony, I've got a little boy who's about your age and because his daddy's so dumb about cars he doesn't know anything about cars either. Would you mind drawing a picture for me so that I can take it home for my kids and better yet, since I don't know all about cars, will you label the cars?"

Suppose your child has to give a speech in class - that's a frightening experience, at least the first few times (it may be forever it's a frightening experience). "Mother, I really don't know how to get this all together". Are you going to tell the kid, "Why don't you go to your room and think about it for awhile?" because what happens then is that insecurity grows greater. Instead you say, "Why don't you practice on me, pretend that I'm your class. I know you can do it. I know it's hard to get up and do this the first time but let's practice here at home once and then you can go to the class and you'll feel a little better about it". You are helping to build practice so that he begins to know how to handle that problem, to overcome and ease that sense of insecurity.

Randy said, "I'm too dumb, I'll never make it, every time I try to read in class the kids laugh at me". So we say to Randy, "Randy, there's a natural history museum down the street. Why don't you and I take a walk over there and look at all of the old animals that are there in that natural history museum, and why don't you take along your notebook and maybe you can draw some pictures of something that will remind you of what we saw there. After we have done that, perhaps you and I can come back and talk about it". Hand on shoulder, Randy and I walked to the natural history museum. I didn't send him off by himself, because for Randy to go into the natural history museum is like sending Randy to the public library with pillars that are 3000 feet tall and with a ceiling that's vaulted so that it looks like a cathedral, with all kinds of stern-faced old people around, staring him down. He needed somebody to help him through those first few stages. What are we doing in the museum? We're giving him a sense of security and approaching an experience which he hasn't had before. We're telling him we're going to look at some bones and animals so he can draw some pictures and we'll talk about it.

The neighborhood kids tell your kid to go home, we don't want to play with you. Do you tell your kid, "Go to your room and think about it for awhile and see what you did wrong?" Chances are you say, arm around the kid, "Tomorrow will be different, whatever it was that caused them to say go home, they were doing something that perhaps they felt you just weren't there at the right time, tomorrow

will be different. Why don't you stay here and play a game with me or there's Sandy across the street, go over and see if he won't play." Rejection can be overcome. Rejection after all is a part of life, but I have to find some way of reacting to it or responding to it. I am rejected in class and no one ever tells me that there's some way of getting back in. Tony has to stay over there and draw all the time. The retards are told, "I don't care what you do, look at some pictures, draw, watch the flowers outside, but don't bother the other kids in class". So we go back to the retards and we say, "Hey, retards let's go over here in the room across the hall and I'll read you a story". We sat on the floor and you know what the retards did? The little girl sat on my lap and the two boys, these are first graders, leaned up against me and we read a story, sitting on the floor. Rejection has to be overcome in the classroom when it occurs, just as it has to be overcome at home. Can the teacher do that? Yes, but not in the same way that a volunteer can do that. Like a volunteer who is one individual working with one person or at most a small group like those retards, I can sit without pressure and say to those people what? "I believe in you, you are valuable, let's work together and together something will start to happen." This is in my judgment an extremely important aspect of the role that volunteers can play in learning disabilities, in reading disabilities, because you're working in an aspect of human life which is essential for accomplishment in a tactical way. Without that sense of belonging, confidence, participation, and belief in one's self, progress is questionable at most. So we provide that sense of worth by what psychologists call positive reinforcement. In other words, any time we can find something that the child, that the learner did that can be complimented, we do it. "You can't read Tony, but you can draw a nice race car." I didn't say to Tony, "Well, you're right Tony, you really can't read and you're pretty dumb. Now why don't you get to it and I'll tell you what, I'll sit here with you and I'll remind you, I'll shake you and slap you, or whatever it takes in order to get you to read, now we'll work together that way, OK?" I could have done that and there are people I think who operate on that basis. But what we're saying is that these people have already been damaged, and all we have to do in order to start to bring them around is to say, "You can succeed, look what you just did". There is a sense of direction that you can take in order to continue to succeed. "Draw me a car and label it for my kid who isn't as smart as you are. You are worthwhile. I'll spend three hours a week, coming here three days a week and work with you. You're so important that I'll give up my time to come here and work with you three hours a week. I know that you have things to contribute to me, and to the other kids. They need what you have too. Occasionally we're going to get in with some of the other kids and work together, a sense of belonging." That sounds very simple and very easy and in a sense it is because it amounts to being human, it's a human response to a human need, but unless we analyze what's happening to learning disabled children, we don't realize what it is that it takes in order to get them in a psychological condition to learn to read.

The other aspect that a volunteer can contribute is a technical response to that need. I said before, reading specialists often object to any non-specialized person coming in and interfering in the technical processes. But I'm not talking about having a volunteer administer the Durrell Diagnostic Reading Test and interpret that test. I'm not talking about having the volunteer prescribe after a psychological analysis. I'm talking about a volunteer being able to carry out certain operations in order to develop minimal basic kinds of skills that children need in order to read. Before we can do some of these things, of course, we have to have some knowledge. A volunteer may have no knowledge about, or at least a submerged knowledge about, how one learns to read or he may have a lot. It depends evidently on the background of the volunteer. Volunteers range all the way from fifth and sixth grade children who are volunteering to tutor those who haven't learned, to people who have Ph. D.s. In the school district and in the school right next to where I live, they have a volunteer program and they have six Ph. D.s who volunteer to work with children in that school. Of course it's right next to the University where a

lot of parents are University personnel, and some of these are wives who have their Ph. D.s and are raising their children right now. But at any rate, you have a tremendous range of education and a tremendous range of what they may know technically about what the reading process is all about. So, before we turn a volunteer loose with a child we would expect that they have some kind of knowledge about reading. We would expect that the volunteer had read, and probably participated in some training exercise or series of exercises that would describe what reading is.

What is your definition of reading? Some people define reading as merely being able to decode words, to sound them out. If that's what reading is to you and if you're satisfied with your child merely being able to sound out a list of words, then of course you can participate in teaching reading to that extent. If you define reading on a broader base than that, then what is it that you want your child to be able to do when he reads? I would think that most of us would have a definition that includes his being able to comprehend literally, to remember what the main idea is, or what some of the details are, and that we would expect him to be able to apply certain critical operations and judgments to the content that he reads. Therefore, we are expecting reading to encompass more than the decoding aspect of it, which is kind of a mechanical stimulus response relationship. We would expect that, given an editorial, a seventh grader could read that editorial, and tell us what its main idea was, and recall three or four of the important details. We probably would expect that seventh grader also to give some response to what his value judgment is of that editorial. In other words, we probably expect an educated person to apply some criteria to an analysis and evaluation of what he reads. During the act of reading, we cannot separate reading from thinking, and therefore the basic thinking skills, the retention analytic evaluated skills and operations that all of us possess are so intimately intertwined with this act of reading, with this looking at a printed page and responding to it somehow, that we have to encourage, teach, and develop exercises in thinking while reading, and that's what we start to call critical reading. Now what is it within that definition that a volunteer can do for someone who's having difficulty? We said that, first of all, the attitude, the interest of the child was extremely important because that superimposes itself on the technical learning task the child will engage in. We've started to work on that by our positive reinforcement program. Every time he does something well we're going to praise him, encourage him, move him along and set another goal which he can succeed in. But in addition to that, again with minimal knowledge and minimal instruction in what reading is, volunteers are able to engage in the development of a number of exercises, related to word recognition and word perception, because that's a beginning in responding to the printed page, and to comprehension, both at the literal level and at the critical level, and to the development of study skills or study habits, which will enable the child to attend to the task and to respond adequately to the kinds of academic exercises that he has in school, assuming of course that is the goal of our program. Remember now, we're not asking the volunteer to do an initial diagnosis, because I don't believe that any one of us would want to go to a non-technical medical person and be diagnosed and have a prescription made, if we felt something serious were wrong. When I have severe stomach cramps and I can't stand up, I don't go to the guy next door and say, "What should I do?" The same thing is true in education; when we have someone who has a severe problem we don't expect the layman, the volunteer, to come in; that's where the reading specialist, the reading diagnostician has his role. He can diagnose and prescribe. But once the prescription is made, once there is an identification of the possible level at which the child performs and what seems to be some of the basic interferences in his learning to read, the volunteer is able to help the child see how to identify words by developing a series of flashcards. If you're working in a school the teacher may say, "I think you ought to help this child learn the words that are in story X". How can you do that? There are a number of ways. One is to try to figure out yourself what you think are the difficult words in that story and

develop a series of flashcards. The cards may be flashcards in the sense that they're the whole word. The child looks at them, and you keep flashing them as a test response kind of thing, in a drill arrangement until he learns them, or you may have other devices that you'd like to use in order to help him. Are you going to help him sound them out, break them down into syllables, so that he can see how there is a progression of sound in the word, or are you going to have him, after he has used the flashcard arrangement, use those words in sentences in order to develop a sense of what the word is, a patterning of attacking words, a habit of how to go about attacking words, in order that he may eventually put all of this together in a meaningful whole and read that editorial that we were talking about.

A volunteer can also help a child understand what it is to look for in a passage that he reads. I would be willing to bet that in the past, many of our teacher education programs that train teachers to be reading and language arts instructors didn't talk about the necessity of patterning questions for children so that they realize that there is a kind of grading of responses to a given passage. I read a science selection about how crystals are developed. What kinds of questions are possible for that selection? I can simply ask what is alum, what does an alum crystal look like, what color is it? That's one level of questioning that I can ask and use, because it evidentially applies only to the recall of details. If the child can't do that, then evidentially we ought to have him respond at that level. Another step in this is to ask what is the overall theme of this passage that you read, what's the main idea? How do I find the main idea? Do I look for repetition, do I look for a series of phrases that keep repeating themselves, do I use the title of the passage so that I can direct the child to knowing what it means when the teacher says, "What's the main idea of this story, what's the main idea of this passage?" That a volunteer can do. Beyond that, is this passage on the development of crystals worth reading? Do you feel that it gave you something that is valuable? On what basis are you going to say yes or no? So we're teaching the child to apply certain criteria, and at this point in time I don't think which criteria they use is as important as the fact that we point out to him that if we're going to evaluate, we have to evaluate on some basis. Now if we're going to evaluate on the basis of interest, did it hold my attention, that's all right. That's one criteria. But if we're going to try to apply other criteria, as we are often asked to do for technical issues, then we ought to alert the child to the need for developing a set of criteria in order to find out whether or not this is a valuable piece for him. After the evaluation of the article we might possibly extend it another step. Comprehension may be considered to include details, main idea, evaluation, and application. How can you use this information, assuming you said that I think it's worthwhile? How can you use this information? Do you want to store it in order to do something tomorrow or the next day? Do you want to go out and develop your own crystal box so that you're going to have alum crystals and silver nitrate crystals and sodium chloride crystals for display? Is that what you'd like to do? How are you going to make use of this particular bit of information? Or is it something simply that you think you have to remember because the teacher said we're going to have a test on this tomorrow? But it is a use and therefore I can apply my energies to the use that I perceive for it. If I can't see any use for it, then what? The chances are it has a very low priority in my retention system and I start to reject it. Interest evidentially is involved in this.

If I'm going to get a child to overcome his fear of reading because he has failed, then I've got to find some way of convincing him that it is valuable to him to get back into books. I'm not saying that all children who fail have rejected books entirely, but as a body of people they have. Again we have studies to indicate that this is true. One of the things that I want to do is to convince him that it is worthwhile trying to read and perhaps even doing that without his knowing that he's reading, perhaps using something other than books in order to get him back to the task. There are a number of ways that this could be accomplished. Some people

use pictures, and talk about the pictures, and label them. What did Tony do for the pictures of the car that he gave to my kid? He labeled them, a reading related task. Some teachers ask kids to tell them stories and they write them down and then they use the stories in order to have the child read back and begin to look for individual words in the story or phrases, or to eliminate some of the words that the child dictated and ask him if he can now tell what word goes in that blank, all from the dictated experience of the child. Where does that experience come from? How about a trip to the museum? How about a look at those bones over there?

Let me give you an example of some of the things that happened with those three groups of kids that I talked to you about. Tony began to experiment with things. Tony was evidently interested in things mechanical, and the reason I used the example of the crystals is that was one of the first things that Tony and I did. We went to the library, and were paging through the science section of the library, and he found this book on crystals and wondered how he could make some of those crystals. So the first thing that we did was to begin to develop some crystals, using very common things like salt and sugar and alum which you'll find in the drug store. Tony would do the experiment, but before he did the experiment he had to read how to do it in the book. I didn't read it, he read it and we talked about it and when he had problems reading what it was that the author of that book was telling him to do, then we would analyze the word and we would discuss its meaning and proceed. Tony developed a box of crystals, including what was the highlight of his crystal development, a silver dendrite tree. You take a lot of copper and heat it all together and put it in a solution of silver nitrate and it develops into just a gorgeous kind of silver tree. That was Tony's experiment. That's the way we got Tony going, using his interest. He didn't know he was learning to read, he had rejected reading.

The retards: One of those kids was very slow. As part of our work we tested them. One of them had an I.Q. of 80, which isn't a retard, but slow. But let me read to you what that slow retard with an 80 I.Q. wrote herself after a year and a half. "The policeman is your friend. He carries a gun and wears a badge. When a robber comes, he shoots them, then he gets in his car and goes home." A very simple story that reflects the experience of that child. But that child is able to write and spell those words, as a result of simply bringing the child along. What would have happened to that child, I ask you, if she had remained over by the window looking at the picture books and staring out the window?

Randy, who went to the natural history museum wrote this story, with a lot of help, but he wrote this story. "The Dinosaur. A dinosaur came out of the north woods and attacked Paul Bunyan. Paul reached in its mouth and got his tail. He pulled hard and put the inside on the outside and that's why the dinosaur looks so boney in the museum." Randy also wrote this. "What I did on the weekend. I would get in the car and turn the wheel and push on the gas. I keep acting like I'm driving. My buddy came to see what I was doing. We got some tires from the junk yard and tried to sell them for 50¢ a piece. (He was doing this driving in a junk yard.) We made \$5.00. On the way back from the junk yard we stopped at the store and spent \$1.00. Then we busted out a window in an old car in the junk yard. We found a tool case with some tools in it. We tried to turn the old car over but couldn't. I took the tools home and started working on my bike." There is a person who had said "I can't, I'm too dumb", and went ahead and was able to do things like this. Now I'm not saying that Randy, or Tony, or the retards are going to turn out to be the greatest people that the city of Cleveland has ever seen. But I'm saying that they now have a sense of being able to at least survive and have a sense that somebody felt that they were important enough, so that they could continue their education and live a satisfactory life.

I got a letter this spring from Tony and he said, "Dear Mr. Smith: I'm sorry you moved. I would like you to see my science project for this year. It is an analysis of rock samples. Thanks to you I'm doing well and my teachers are getting better all the time. Please call me when you come to Cleveland. Tony." Tony, the drummer, "I'm too far behind at age 9 to do anything to succeed". A bad boy, a failing reader, tested I.Q. 139. What he needed and what the others needed and what you people as volunteers can provide, I am convinced are two things. First of all, that human response to a human need - you are valuable, I believe in you, I will work with you. And secondly a minimal kind of technical expertise. There was nothing fancy at all in what I did with any of those kids, nothing that anyone in this room couldn't have done. All of my knowledge of testing procedures and psychological tests was not necessary for me to do what I did with those kids. And that, my friends, is how volunteers can help children with reading difficulties.

THE TRUE WORK OF A TEACHER

JOHN HOLT

In John Holt's statement relating to his education, he states, "I have come to believe that a person's schooling is as much a part of his private business as his politics or religion, and that no one should be required to answer questions about it. May I say instead that most of my education has taken place outside of school". A native of New York City, he has taught in Colorado and Massachusetts and served as visiting lecturer in the Harvard Graduate School of Education and the Department of Education, University of California at Berkeley. Author of many magazine articles and reviews, he is best known for his books HOW CHILDREN FAIL, HOW CHILDREN LEARN, THE UNDERACHIEVING SCHOOL and WHAT DO WE DO ON MONDAY?

On the first day of our lives we were in communication with the world around; that is to say, we were using our speech, which at first is very limited, repetitious cries, gestures, and expressions; later more complicated, more varied. We were expressing to people around us our feelings, needs, thoughts, wishes, and we were getting real responses. Our speech was one, with the rest of our lives, no way of separating them. Every increase in our ability to express our needs or to understand what was going on around us had an immediate pay-off, you might say, in terms of greater understanding and greater control. We didn't need gold stars or smiles or pats on the head, or M and M's, or any other thing to be encouraged to do this exploring that we were doing; it was worth doing for its own sake. It's a disaster that we have come to think about learning in schools as the acquisition of skill, as learning to do something now so that you can go on and do something with it later.

Praley, a Latin American educator, has worked with adults in many parts of Latin America, most recently in northeastern Brazil. This is one of the great poverty areas of the world comparable to the most destitute parts of Asia. It is a drought area where people are share-croppers and everything is owned by landlords, including the village wells and these destitute people have to pay for the polluted water they drink. They live in these villages that are isolated from each other and from the world. People live in poverty, squalor, misery, despair, silence, and in a culture absolutely devoid of the supporting cultural print that almost all young people, rich or poor, in our country have around. These villagers have no signs, posters, billboards, advertising, TV, packages, books, magazines, or newspapers. You must remember there are probably very few children in our culture, rich or poor, who do not see outside of schools in the course of an average day 1,000, 1,500, 2,000 written words. These villages have none of this. Into these villages came Praley and his co-workers and what they tried to do is to get these people to meet, to come together and talk about problems and the needs of their lives. This is a hard thing to do because these people were afraid, they were intimidated, they were oppressed, they were hopeless. As many poor people do, (as excluded people tend to do in any culture, as most of what we call drop-outs or non-readers in high school and as many of the kids do that you are tutoring), many have come to feel that their words and their thoughts were worthless. Why speak - who would listen - what difference could it make? So they were not able to get all of the people in these villages to come together and talk seriously and invest themselves in their speech. But they were able to get quite a lot of them and they found that if they were able to get people to come together and talk seriously about the problems and needs of their lives, that they were then able in about six weeks of evening classes to teach these people,

who were wholly illiterate adults, to write and to read on a level about equal to the median of our own population, in six weeks, at an expenditure of about \$25.00 per person. In our elementary schools we spend on the average of \$600.00 per pupil per year. A third of that conservatively speaking goes into our well-meaning, heroically inept struggles to teach literacy and at the end of six or seven years, and \$1,200 or \$1,500 (who knows how much money) in very large numbers of cases we have not achieved the results that these people did in six weeks for \$25.00, in cultures wholly devoid of print. Clearly we have a lot to learn about this business and the separating of reading from the deepest concerns of people's lives is disastrous.

I believe very strongly that we would have many, many more readers and far fewer reading problems if reading instruction were not the charge of the schools and were no more the business of the school than talking instructions, or teaching people to ride bicycles, or whistle, or skip rope, or throw baseballs, or do any one of a number of things that kids learn to do without being instructed in school. If there were no reading instruction of any kind in schools I think we would have many more readers and many fewer reading problems. I'll go further; I think we would be better off even than that, (I know we're not going to do this but this is fanciful in a way), if for all children under the age of let's say 10, let's say 12, we made reading illegal, against the law, we forbid you to read! If I catch you reading we'll punish you, you'll be spanked, go to bed without supper, no TV, grounded for a week, or whatever your repertoire of punishments happens to be. Those children who live in a culture surrounded by print and the children who are curious about the adults in their world and who love to uncover secrets, would figure out a way to pass the word along. Just as they pass along lots of information that we would just as soon they not know, including, to take only one example, the word which is never misspelled, never, never misspelled. I've seen it on walls, and we obviously all know the word but I wouldn't dream of saying it out loud, there would be such a storm that you couldn't imagine! If anybody's ever seen it misspelled, I'd love to know it. I never have. You know the children would pass it along. Now there is a reason for that and it has something I think to do with our work as volunteer helpers of people who learn (you know, I'm not just going on this flight of fancy for pleasure or arousing). It is how we treat people, not what we tell them that really influences their behavior. It's the hidden message, the secret message, not the spoken message, that is real. Now this spoken message about reading is loud and clear. We talk about the Right to Read and say reading is fun, people who don't read themselves. Kids are smart and they see this. You know what we say - everybody has to read and we have all kinds of programs and everything but the hidden message behind. Almost everything we do about reading in schools and in homes, long before the poor little guys even get to school, are these two hidden messages:

- 1) If we didn't make you read, you never would, you lazy good for nothing.
- 2) Reading is so complicated and you're so stupid that if we didn't show you step by step, initial consonant by initial consonant, exactly how to do it you'd never be able to figure it out. Those are the messages.

Now a lot of kids pay no attention. They teach themselves to read. Large numbers of kids have learned by the time they get to school. Large numbers teach themselves in school, along with filling out workbooks and circling the beginning consonants and whatever else we do there, but large numbers hear those two messages.

Maybe they are already frightened and have reason to believe that they're stupid. Maybe they're in a power struggle with their parents and they hear adults saying to them, "We're going to make you read whether you like it or not", and they're saying in their minds, "Oh you are, are you? Well we'll see about that". And these people become what we call reading problems, and we have our hands full. If we make reading illegal the spoken message would be, "If I catch you reading I'm going to bawl you out, spank you, send you up to your room, whatever it may be, whale the tar out of you", but the hidden message would be that reading is exciting, reading is fascinating and you smart rascal you, if I turn my back on you for just one second you're going to be in there reading, I know you. That will be the message, that's how kids would feel about it. I don't see any practical way that we can make reading illegal. The very least we can do is cool it a little bit. Perhaps we can understand that this is a task which in the most hopelessly unfavorable circumstances imaginable, wholly illiterate adults can learn in six weeks, in the evenings, after a hard day, back-breaking labor out in the fields. This is not a hard thing to do and if it looks hard it's because, bless our hearts, all of us hard-working, dedicated, I'm-going-to-help-you people, have made it hard.

How do we move ourselves out of the box that we've all gotten ourselves locked up in? It is very difficult and I don't know, but I have ideas. One of my thoughts is that if we're going to have volunteer programs helping people read, it would be important to get a lot of this out of the schools. One thought that occurred to me is something that could be done in any community with virtually no money at all. Let's get a whole lot of people to sign up just as a part of their lives, not in place of the rest of their lives, (whatever the rest of their lives might be), but in addition to. The program could be called reading guides and the volunteers would have some kind of an identifying badge or button. So we get reading volunteers and they wear some kind of hat, feather, button, badge, ribbon, or something clearly visible. These are students, parents, adults, workers, people in stores, anybody who knows how to read can be a reading volunteer. In some cases they might get paid a little money and in most cases they wouldn't even need that. The reading volunteers do two things. Anybody who comes up to a reading volunteer and says, "What does this word say?", the reading volunteer will tell him. And if he comes up to a reading volunteer and says, "How do you write this word?", the reading volunteer will say ok and he'll write it. Like style of Sylvia Ashton Warner, who wrote the book TEACHER. Come up to a reading volunteer, ask how do you write this word, and he'll write it out and give it to him, easy as pie and it doesn't cost anything except maybe to get the word out and to get the ribbons, or feathers, or buttons, or whatever, and I believe that without very much more of a program than that we would vastly increase the availability of reading and the number of people reading anywhere, but in particular in the lower income communities. That's not a hard thing to do, is it? It's just one of many other things I think we might do. In conclusion, my message has been that the true work of a teacher is helping people learn what they want to learn.

QUESTION AND ANSWER PERIOD:

QUESTION: For the many people who are with you in your thoughts and your approach, what practically can we do in our own communities to create or establish legislation that will protect the right of these non-teachers to allow non-students to exist in our community?

MR. HOLT: If you are talking about how can a child live in a community in which he is not labeled a student and be submitted to a label-teacher, does this need legislation? I'm not altogether certain, as I've been doing this for 28 years. If you are talking about how do we get rid of compulsory school attendance laws, I suspect that in practice we are going to get away from it by bending them so far out of shape that they no longer will mean anything. This is the schools-without-walls program, many of you are probably familiar with, the Parkway Project in Philadelphia. This is simply a school-without-a-school building, a school in which the students from all kinds of racial, and every other kind of background, use the resources of an entire community in a great many different ways to learn whatever it is that they want to learn. Now many other school systems are beginning to think about such programs. This seems to me to be one of the ways in which we need to go. I think compulsory school attendance laws probably could be challenged legally in a number of ways. In some places class actions have been instituted against them by groups of parents whose children quite spectacularly are not being helped by schools and they are saying, "By what right do you compel children to submit to an experience which obviously is not helping?" I think the compulsory school attendance laws might be challenged on constitutional grounds as what they call a bill of attainder, that is a piece of legislation specifically aimed at a particular part of the population. I believe we ought to work on many fronts about this, but I think mostly it is if we broaden the definition of school far enough, or what is or what is not school, it will get to the point where it won't make much difference and they'll more or less disappear rather than actually be struck off the books with the stroke of a pen. In other words, the only thing we can do to get students out of school buildings is to make available a much wider range of experiences. This would be a good step.

QUESTION: Do you feel substitute teachers could be more useful if they were volunteers?

MR. HOLT: I think volunteers could be much more fully used than in most school systems where they are used. Not only do I think we ought to get the people inside the school out, we ought to get more of the people outside the school in. There is an enormous reservoir of skills, experiences, and knowledge in any community, which by and large does not know the local situation. Our school systems have not made use of the many people available to young learners and the schools could find a way of doing this.

QUESTION: I'm from Fargo, North Dakota, and if you read the national literature in education you would see that we are trying to break away from tradition and one of the things that we're trying to do is get the teachers a little farther away from the kid, so the kid can learn. My statement disguised in the form of a question is, how do you see the role of public education in the reading program, how do you see the public school in the reading program, and if you don't see it?

MR. HOLT: I think schools could be and should be what is called learning resources. Think of them as giant extensions of the already existing public library system. Think of them as resource centers available to everybody at whatever age, available for people to use in a great variety of ways and for their own purposes, not somebody else's. I don't have to take a test when I go to the Boston Public Library. I don't have to prove I have a good reason for being there. I don't have to prove I'm smart enough to use it. I don't have to prove after I leave that I learned something in it. It's up to me what I go there for and what I get out of it. I want to see this kind of an open resource made available. I think

that in these schools which have big buildings, on which we've spent a lot of money, it would be a shame not to use them, and we have a lot of people in them who really are concerned about learning. We should not think how do we teach basics, or how do we drill some kind of a curriculum into people's unwilling skulls, but think how do we provide and make widely available all through the community, resources that people can learn if they want to find out. For one thing, one very specific example is that very large numbers of the things which young people are most interested in reading are in many ways and for many reasons excluded from the schools. I don't know again the local situation and I don't know what sort of battles set forth what they can have and cannot have in the school library, and so forth and so forth. The purpose of a resource is to have in it what learners want, not what we think would be good for them to have. A very good thing on this is Dan Fader's book, HOOKED ON BOOKS, a paperback, Berkely Publishing Corporation. This is a marvelous description of the reading program in a penal institution in Michigan, what they used to call a reform school and what we now call in our greater wisdom, a training school. What they did was to get a whole lot of paperback books, put them out on the iron racks, covers out, as in drug stores or bus stations, and that was the reading program. Nothing else and the kids read the books. It doesn't have to be very complicated. I can imagine rolling mini paperback and periodical libraries, maybe in many of the parts of the city where you do not have branches of the public library. Public libraries tend to be a little bit of a forbidding place because too many of them, there are little exceptions, are still run by what I would call defenders of books.

QUESTION: Could you see American education accepting the voucher plan and if so, do you believe the quality of public education would be lowered?

MR. HOLT: There's a lot of resistance to the voucher plan. I think it is essentially irresistible, because the arguments for it are basically so sound and just, that I don't think it can be held back. I don't think it needs to lower the quality of public education. I think if we breed a little competition into the education business it can only help. It's going to require us to change our definition of ourselves as teachers or as schools. It's going to require us to do a lot of things very differently. It's going to require us to learn how to please the customer. It's going to require us to learn how to be professionals. I should think we could welcome this challenge. I think we're going to see movement in that direction whether we like it or not.

QUESTION: How is the man in Brazil able to be so successful? What methods were used?

MR. HOLT: You might call it grown up Sylvia Ashton Warner. That is to say, when he had people talking about what was most important for them, certain key words began to appear and when these key words began to appear over and over again in the conversation, he'd say, "Here is how you write that word", and these people had that word. They did not have to be motivated to learn it, to be able to take possession of that word. This is all that was needed, but first they have to feel that their words were important. That came first, and a person who thought that what he thinks is of no use or that nobody will hear his words or that his words will be no different, is not going to have any reason to learn to read. What's that to him?

QUESTION: What about learning disabilities, such as perhaps perceptual handicaps?

MR. HOLT: Let me answer very briefly and incompletely and even prejudicially this question and we'll have to take it up some other time. I am very dubious

about this diagnosis in about 95% of the cases. People have said to me many times, "Don't you think that there are such things as learning disabilities or perceptual handicaps?", and I say, "Yes, I guess there are". There are just 3 1/2 billion people on the planet and there's bound to be something a little odd about some of them. So then I do this: I'd say, if I were looking at a child say out in the school yard and I saw him walking along more or less like this (for those of you who can't see my feet will have to imagine what they're doing) before I assumed that he was walking that way, because there was something wrong with his legs, I'd want to be sure that nobody had tied his shoelaces together. Most kids have had their shoelaces tied together and until we get them untied we can't find out whose got real trouble with his legs. Now it seems to me that until we change, the educational qualifications and the restrictions for jobs, the educational structures cannot change. A very, very good point goes right to the heart of Americans who think we must begin to try to do away with what's called diplomaism. Let me recommend to you a book called "Diplomaism". It is coming out in about two weeks. The author is David Hapgood and it will be distributed by Scribners. In my mind I am beginning to think about a project, and I invite any help anybody can give me, to form what at the moment the tentative title in my mind is "Business" or "Businessmen Against Diplomaism", which turns out - BAD as you see. I think it may be possible, and here I think we have to work on this, to assemble a growing number of employers both in business and government who will agree that school credentials are not a good way of judging people, who will agree not to use this as a criterion and indeed not to ask questions about it, and who will find other ways of testing people's real knowledge and abilities. I think this is an immensely important front to work on.

QUESTION: I think the kind of thing you talk about makes many of us who were brought up in the traditional kind of education uncomfortable. How can we bring about the resources and purposes you talk about?

MR. HOLT: One of the things we find out when in schools is that when we invite high school students, as was done in a school in Indianapolis, to have for a whole week, student-initiated courses, classes, and activities, they came up with a list about 30 times longer than the regular school program. I think there should be, in many places, travel agents, learning guides, people who would say, we have this, we have that. A good learning resource would be a museum, or a paperback bookstore. Any paperback bookstore is a darn sight better learning environment than almost any school I've seen. Walk up and down the shelves and see what they have. Time is short, you know, but there are lots of things we can do to help people see what is there, but we must remember the world is around us. Somebody says to me, our children are going to have to invent the wheel. I say the wheel has been invented, it's out there, and we don't have to tell them about it, they already know about it.

QUESTION: Would you then suggest that the structured education be simply abandoned with every person on his own, utilizing resources available?

MR. HOLT: We get very badly hung up on this word structured. For most people it's hooked up in their minds as some kind of coercion. Everything has a structure; there is no such thing as unstructured learning or unstructured situations. The structure of the world is all around us. What I'm saying is that effective learning takes place when the learner, out of the experiences that he encounters, makes his own structure. I can't do this for you. You can't do it for me. When I try to do it, I diminish your learning.

QUESTION: Would you deal with the hysteria of parents who assume that if given any choice at all, the kid is going to play?

MR. HOLT: Again that question takes more time than we have. We can partly talk, we can present arguments, books, etc. Children's play is their work and their learning. These are not separated in the lives of children any more than they are separated in the lives of really capable and competent adults. People in really productive work don't make distinctions between work, play, and learning. They're all together. I couldn't possibly tell you where the divisions were in my life. We don't want that distinction. Some people will not be at all persuaded by such words. They may be persuaded by demonstrations, by seeing it happen. Others will still not be persuaded by that. I think we have to make for them, and we should do this anyway, these kinds of learning experiences available to a great many adults, as well as children.

QUESTION: What role does evaluation have, mainly maybe to keep the teachers honest, keeping the teachers working on the job, or what is evaluation?

MR. HOLT: Evaluation, as the word is ordinarily understood in education, is that I decided that you're going to learn and I constantly check up on you to see whether you are learning. I think this not only has no proper place in the learning process but it corrupts it, distorts it, prevents it. Now if we define evaluation differently, it can become useful. One of the points of a true teacher is to help a student get criteria by which he can become the evaluator of his own learning. As long as the student depends on the teacher for all evaluation, he is not going to be able to learn very effectively, so we want to try to help him get criteria which will free him from his dependence on our evaluation so that he can begin, if we're going at this when he is little. Anybody who is a good learner is a good evaluator of his own learning, and this is one of the things we can encourage. Also as teachers, we must be constantly evaluating our own work, and that's not the same thing as measuring the student. We have other ways of telling whether people are interested, curious, confident, active, and ready to commit themselves, take risks, etc. This we just call judgment. This is not something we can measure in numbers. Finally I would say that the best evaluator in the long run is the student. One of the ways we will find out who are good teachers and who are not is to give learners the opportunity to walk away from teachers that they don't feel are helping them to learn things. Then we will get good teachers.

SENIOR CITIZEN VOLUNTEERS

CLINTON HESS

Clinton Hess, Associate Regional Commissioner for Aging Services, Social and Rehabilitation Service, HEW, is officed in Region VIII headquarters in Denver, Colorado. A native of Montana, Mr. Hess grew up on a farm in North Dakota and is very knowledgeable of the citizens' and community's needs in this area.

Have any of you ever turned on the TV in what turned out to be about the last ten minutes of the best feature of the year? I am sure that has happened to you. I feel that is what happened to me in this particular workshop. I know what is happening now in the last few minutes but I do not know what brought it up to this point in the last several days. I do know that you have been covering many aspects of volunteerism. The agenda pointed out to me that I should have been here, but I was in North Dakota at the State Conference on Aging where we are watching the process of policy recommendations being developed at the state level and so I had to miss this program.

Even though the nation is actually becoming a little more aware of its 20 million senior citizens, we are still pretty much a youth-oriented society. There is increased interest in many of our international and national dilemmas and in either the demands and/or the needs of young people. It often becomes a matter of course that we look at the older person or the retired persons (and some of them being retired are not very old) as being over the hill and we push them aside in our thoughts, doing this not only individually but as a community. Then isolation takes over and we have lost some of the extremely valuable potentials to the community. I would like to gear our thinking this morning not so much to the problems of older persons, but to the potentials of older persons, and certainly those of you who are interested in volunteer programs ought to look at older persons as part of that potential. You all recall the story of acres of diamonds in your own back yard and certainly that could be no more applicable than the acres of diamonds of older people that are in every one of our communities, which most of us are overlooking. We should look at older people as a resource for volunteers, but first we ought to understand them a little bit better. Perhaps a few of the things that I can point out to you can help to focus your thoughts and understanding of older people. We know that none of us intend to get old. If you've been around older persons, you know people in their 70's or 80's who refuse to go to the Senior Center because they say they don't want to associate with all those old people. When we are thinking about the older person, let's think about them, but forget that they are old persons. Even our professional people who care for the health of older people don't really understand them. It was pointed out to me just recently in reading about a case of an 83 year old man in one of the Appalachian states, who loved to square dance. Square dancing had been his entire recreation and he would rather square dance than eat. At 83 years of age he found that he was not able to be quite as active as he had been and his left knee began bothering him to the extent that he finally had to go to the doctor. The doctor examined the knee and then started explaining to him all about the process of growing old, how you just can't continue to do the things that you used to do, that you need to change your approach and your activities. Through the entire explanation the old man looked the doctor in the eye and he didn't say a word but just kept staring at the doctor. The doctor, sensing there was something wrong said, "Sir, I'm not sure that you're really understanding

what I'm saying". The 83 year old said, "Dr., you don't understand what you're saying either, because my right knee is also 83 years old and it's not bothering me". The doctor realized that you can't blame everything on the process of aging. We can't blame some of the circumstances on the process of aging, although some of the circumstances become automatic as we increase in age.

It is true that some 30 to 40% of our seniors are poor, but they are not necessarily immoral. It is true that many of our older persons have an educational level that is lower than the national average, but they have many rich life experiences that can be tapped. While there is a tendency for older persons to want to express a new sense of independence that they didn't used to count on, most of them, in spite of their desire to be independent and live outside that multi-generational home that they used to know and in which they grew up, are more deeply concerned individuals, and they want to be doing something if they can have the opportunity. It is also true that while our changing society does tend to isolate many of the older persons, most of them are anxious to be given the opportunity to still be a social being. While many people admit to a generation gap, it is also true that between the older persons and the youth, there is less of a gap of generations than there is for those of us in the middle. Both the youth and the elders feel rejected. While it is also true that most older persons either won't or don't look for volunteer opportunities, when you present them with the challenge, they are more regular, more dedicated and more consistent than are people in their middle age groups.

The record of the Foster Grandparent Program certainly can attest to the way that older persons have gotten out of sick bed and have gotten well, physically and mentally, when they have been given a job to do. The record of attendance and punctuality of older persons on the Foster Grandparent Program, when they have been giving tender, loving care to the kids who are in a mental, physical or emotional disability condition, is tremendous. We could tell you some of the most fantastic stories about the way they have worked with the youngsters and created new ideas and new life for these kids. I would like to take just one minute on an instance when I was at Grafton, North Dakota to review one of our Foster Grandparent Programs. A man was a Foster Grandparent to two youngsters, one of whom was a 10 year old boy who had been completely isolated in his ward, with a mental age of about 5 or 6, as I recall. He had an operation within the last year that had made it possible for him to be out of the wheel chair for the first time in his life. As the Foster Grandfather, this 10 year old and I went down to the canteen for their coffee break in the afternoon, the Grandfather and I were talking about his other ward who was much worse off. As we were talking about working with the youngsters and trying to give them opportunities, this 10 year old mentally-retarded boy broke into the conversation and said, "I'm so thankful that I can get around". He expressed, as a result of his having been given attention by this Foster Grandparent, a sense of community, a sense of compassion, and a sense of understanding that many of our adults never achieve and it came because this Grandparent was giving tender loving care. The older people are a resource and you ought to look for them. You ought to treat them like adults; don't treat them like children. The saying is that even children don't want to be treated like children, but yet some people want to treat the adults like this. This means that you want to have them in on the planning, the development, the administration, and supervision, and give them a chance to work up in responsibility.

While we seldom hear about the older persons in a volunteer role, some of the stories are tremendously exciting. I would like to quickly review some of the kinds of experiences in which we find older persons. On Staten Island, a project called SERVE, which stands for Services Enrich Retirement by Volunteer Efforts, started as an objective of recruiting older persons as volunteers to work in institutional settings. The recruitment was done at the community level at a central agency and became so successful that it is now state wide. Other communities in other states have had similar experiences. Volunteers, some of them as old as 90, have been doing visiting in all kinds of age groups, in a variety of institutional settings.

In Winnetka, Illinois, a retiree went right into the school system and developed a program where the retirees helped develop the potential of various levels of children to their capabilities, not only the children who were having learning difficulties but some of the genius children who did not have an opportunity to perform to their level of capabilities. Some school systems where they are receiving a large number of youth from a foreign background with a language other than English as their first language, have recruited older persons who have the same language background. This "English as a second language program" has been extremely effective.

In a number of instances we have living-history programs where the older persons, who grew up living in sod shanties and moved into a log cabin as the next step of advancement, are around today to tell us about their experiences. In several instances in Utah the county historical societies have actually been instrumental in taping their stories so that they can preserve them. This living-history type of experience is invaluable for the kids. You think they see everything on TV, but when they hear some of these old-timers talk about their experiences, it is more exciting than TV. Teaching roles, perhaps not quite so academic, have been exhibited in many areas where older persons, using the old time recipes, teach the young people how they cooked back in the old days, and such handicrafts as the art of quilting, that would be lost otherwise. In Florida there's one instance where the older persons have gone into a detention center to teach the lost arts to the youth in the detention centers.

There are several instances where retired professional people, such as concert pianists, have gone into the school system to enrich the music life for the children. Persons who have been world travelers give lectures to the youth about their experiences. In Kentucky and Virginia, and in other places, there are stories reported about how the seniors, who noticed that children were standing in the snow waiting for the bus without shoes, began to gather clothing for the youngsters so that they could go to school and didn't have to drop out because of a lack of clothing. Once having worked into the volunteer role and gaining the confidence of the youth they found that they were able to expand and increase their impact so that they could reduce the drop-outs that would have resulted for secondary reasons, perhaps the primary reason, beyond the lack of clothing. Thus they can get into the complex personal problems of the youth. In New York state, and particularly in Florida, the seniors noticed that the young girls who had been forced to drop out of school because of pregnancy were not being cared for. Seniors sought available facilities from the churches to conduct special church-sponsored educational centers. In one year some 12,000 girls who would otherwise been forced to drop out were able to complete their schooling. In many instances the seniors are arranging and assisting as volunteers in pre-school screening of hearing, sight, social development and motor coordination. In other communities seniors are working with the courts.

Outside of the more routine classroom situation we find that the seniors are particularly well received when they begin to work with the AFDC mothers. Mothers may have had difficulty in managing and the senior who has been through all this can then demonstrate here's how we do it, here's how I did it, here's how I can help you. They get a tremendous response and in several communities the older women have taken the AFDC mothers and their children into the sewing room at the school. Most of the clothing has been donated by merchants and the children pick out the patterns and the cloth. The mothers and grandmothers help with the sewing and the instruction and a tremendous family relationship was developed, not by blood family relationship but the experience in which it was satisfying for all of those involved. We also know that there are certain programs called Share a Trip or Share a Meal. Wherever older persons have worked with youth to prevent drop outs, they have also found that by improving their health conditions, the youngsters have shown a tremendous increase in their learning capabilities or their learning interests, proving that the grandparent relationship to the child has been helpful.

When the older person starts working with other older persons then the exciting stories never end. Older persons work as volunteer drivers for the elderly and staff senior centers. Out in South Dakota about a month ago I heard a report from one community where an older woman, well into her 60's who had a great deal of difficulty in getting around, and couldn't move very easily from her chair up to the microphone, told how she and her neighbor friends got down on their hands and knees and scrubbed inch by inch to remove layers of dirt out of an old abandoned building so that they could have a new senior center. The older men with their tools did carpenter work. All were volunteers but they were working not just for themselves but for the entire community because when they got their center, they had a place for the young people as well.

In a friendly visitors or telephone reassurance program, older persons, even those who are bedridden with time hanging heavy on their hands, given a telephone can do a telephone contact with other people who are confined. The once a day check - "Are you OK, Mary? OK, we'll talk with you again tomorrow" - all are part of tremendous volunteer services that can be capitalized on if we would only listen to them. In one instance, beginning in Massachusetts and since established in other communities in other states, crisis intervention programs have set up a network of referral, whereby the older person who lost a spouse was referred to a center by ministers, doctors, or often times by the funeral directors, reporting that Mrs. Jones lost her husband yesterday, would you check in on her? They found that when a person who has experienced the loss of a loved one has gone through this, he can be of tremendous value to the person in the crisis - "crisis intervention". They have helped to reduce unnecessary cost of funerals because they have helped to stabilize and move away from the emotional over excess that can happen when a person is faced with having to make decisions on that basis.

Most of you have heard of the Senior Core of Retired Executives or SCORE as they call it, where older persons have gone out on a volunteer basis to help younger men who are trying to start a business. SCORE is famous the world over.

We have at the present time several new concepts of senior service activities coming from the Administration. We have some question yet about just exactly what it is going to look like, but we know that day by day it is taking more clearly a shape that we can define.

New legislation is having hearings on the hill in Washington last week and this next week. The agency which they are calling Action actually will be covering three different categories of volunteer services. In one the volunteers are to receive a stipend. Such programs as the Peace Corps, Teacher Corps, VISTA, and Foster Grandparents apparently will be moving into that part of it. There also are those who will be receiving a reimbursement for expenses but not a stipend, and that will be a Retired Senior Volunteer Program, which is just now getting off the ground. Then of course we have our volunteers who work without either stipend or expenses and it is going to be a real challenge to the people, particularly at the community level, to be able to take advantage of the variety of programs. First of all, those who are giving full-time as volunteers do need the stipend. Second, those who would be very wonderful volunteers if they could afford it, and need some kind of out of pocket money for it, would be denied the opportunity to volunteer if they did not have that expense; they will be covered under such programs as Retired Senior Volunteers. I understand that unless Congress objects to the executive proposal, these programs and the new agency will become a fact as of June 1st. It will take several months to actually get them operational but these programs with new federal support will be a resource in your community and will demand that you be more aware of what they can contribute so that you can fit your other volunteer efforts in to compliment them.

If you have been neglecting to look at the older person as a source of volunteerism, I might recite to you a little story that was told about a French naturalist who had been studying the processional caterpillar. The processional caterpillar is given that name because one follows the other head to tail in a line. They don't need to deviate from that line as they feed on pine needles. He was intrigued with the never-deviating out of the line and he finally enticed a row of these caterpillars onto a rim of a bowl. They finally got hooked up into a circle so that there was no one leading, and they were following around. They went for 7 days and 7 nights until exhaustion and starvation took over. All of the time that they were circling the rim of that bowl, the bowl was full of the food they needed. Perhaps we're not that extreme in our neglecting to look for older persons and we're not running out of food as far as volunteer programs are concerned, but I would hate to see us get so confined to a pattern that we don't look to older people, if we have not looked to them before. We want to look to them as a potential, but more important, if I can't stress any particular thing this morning, I'd like to leave you with the thought of what you will be doing for the older person if you get him into volunteer services. With earlier retirement and certainly a vastly increased numbers of older persons throughout the nation, they really need your help in charting ways in which on one hand they can be useful to the community and in which on the other hand they can achieve or maintain a sense of identity for themselves. I know it is so true that when older persons have lost their work role in the community, their identity becomes cut off from the entire community. I don't think it will be quite that way for those of us who are now in our 30's or 40's or 50's, particularly if we are professional persons. We're not going to be confined to that. But for the older person who upon retirement finds that he is no longer a teacher at Cole Junior High or perhaps a grocer out near East Colfax or the timekeeper at Gates Rubber, when that person is lost, that work role is empty. He has lost much of his life. That loss of identity can be absolutely devastating to the older person. It has been known for many, many years that the mortality rate in the first two years after retirement is way out of proportion to the mortality rate at other times in life. Unless you are important enough that you have a building or a monument to carry your name as soon as you retire and remove yourself from the community structure, you are going to become a non-person, not only in the eyes of the community but in your own eyes as well.

A non-person goes through a series of isolation, poor nutrition, poor health, disease, and expensive confinement, before death takes on. Good volunteer programs that have a variety of opportunities for older persons can give older persons that identity that they need. When they contribute to other people's well-being, they are contributing to their own well-being. I'd like to have you know that through making these opportunities available to older persons you actually can help their contribution to society to become, in effect, sort of a living monument to themselves.

FEDERAL, STATE AND LOCAL ENCOURAGEMENT OF VOLUNTEERS

MISS GRACE WATSON

Miss Grace Watson is Director of the Volunteers in Education, Office of Education, in Washington, D.C. To this position she brings expertise and the experience of organizing and directing the National School Volunteer Program, Inc. and directing the March 29-31, 1970, Right to Read Workshop in Washington, D.C. A trained lawyer, Miss Watson has been very creative in the initiation and implementation of volunteerism throughout education.

Volunteers actually have played a vital role in education and this is our primary concern today. Volunteers in education traditionally may have maintained the hope for the future, while casting their eyes around as to here and now, to see what must be done to make that hope a reality. Groups of citizens here in Denver have established volunteer programs and were such visionaries because they didn't express any discontent by wringing their hands or complaining about what was wrong. They found out what they could do to assist the educational settings here in their communities. They felt that there was a need and this is the thing that makes volunteers so tremendous. There is a need and they recognized it.

Volunteers don't go into the schools just to say, "I'm going in to complain because they're not doing what they should be doing". What they do is to recognize what the needs are and find out what they can do to help. That is why in many areas they are called helping hands. They assist the professional in whatever way the professional needs help and indicates that they need help. They do not point a hand and say, "This is what you must do, because I see that you're not doing it right". They offer services that most professionals cannot give. They don't have the numbers of people, they don't have the finances, and in many instances they are looking around for any kind of help to make their programs and the school setting a worthwhile, meaningful experience for young people, because in the final analysis we're talking about the education of children. Today we know that our own culture can only come to full flower with the dynamic participation of all these elements. It is volunteers who enrich programs because they bring into a volunteer program diverse ethnic, religious and political components that you don't ordinarily have. So you use education as a means of achieving and contributing. However, education was never limited to its narrow definitions, for those attracted to volunteering expanded it because they recognized that education was the total community - education was living. It was construed as meeting all phases of life, so we now have a program reaching out to the total community.

But what can we in the federal government do to assist? We recognize that there are many things that we have to do to assist, because volunteers cannot do it alone. Volunteers cannot participate in education unless they have the actual blessing of the administration and the teachers. This is where our Volunteers in Education program can make a contribution to local and state communities. We are at the present moment contacting all programs within the Office of Education to ask them to weave volunteer components into their programs. The recognition of the contribution that a volunteer can make is so important when it is recognized by the professional. By doing this, we have been able to involve many segments of the Office of Education in the support of volunteer components or volunteer projects.

This we have done by researching all of the legislation to find out where there were possibilities of tie-ins with volunteer components. We recognize that you need support at a local level, but much of this support can be indicated by guidelines at the federal level. This is what we have done in many of the programs, and surprisingly enough most people don't know what volunteer programs actually consist of. They have no idea; they have some idea that it is a group of do-gooders who are wandering in and out and give their service on occasion. They have no idea what goes into the structure of a volunteer program, what kind of training is necessary, and what kind of support is necessary on the part of the professional. These are the things that we are trying to convey to federal programs so that they in turn can issue guidelines for support at a state and local level.

We also recognize that there had to be some tie-in at the state level, for the federal government is certainly not able to operate alone. The final analysis, the major thrust, must come from the local area. To do this and to get a greater understanding of what is going on in volunteer programs, we asked each chief state school officer to appoint a volunteer contact. We sent them information about volunteer programs and hope that you also will send them information about what you are doing at the local level, so that they have a greater comprehension of what is going on in each and every state. Many people don't recognize that a large portion of funds that come out of the federal government go directly to the states for their own administration and they too can put into their guidelines "support the volunteer programs". We are attempting to influence the guidelines that are developed in the state, but you also have a responsibility to write to your representative and indicate to them what your needs are.

We are also hoping that there is a coordinated effort to have statewide workshops because you need to have that kind of regular reinforcement. Many people don't want to re-invent the wheel. So many programs are at different stages of development and they can assist one another. I have always felt that workshops are only as good as the participants in the program because they tend to be the true resource people rather than any individual speaker. They have experienced many of the problems in developing programs and this is your greatest strength.

Also at the federal level, we are trying to identify specific legislation that you at a local level can tap into. In our next newsletter we are identifying items like Talent Search, which has programs throughout the country. This is primarily to identify students - young students, high school students - who need particular help, volunteer help, tutoring, reinforcement in reading or mathematics, so that they too can go into higher education. There is another program called Special Services For Disadvantaged Youth, which also has a component for tutorial projects. They are delighted to have participation of volunteers and are asking everyone to write to them to find out exactly where the program has been funded, and they have just recently been funded. Another area that is very vital that goes with Title I is the Emergency School Assistance Program. They require that ten per cent of the funds connected with that are related to community involvement. However, if it is not worked in when they are allotting their funds, the funds will revert back to the local education agency. So it is possible to have the stimulation come from the local community and you should find out whether there are emergency school assistance funds in your own community. When it was first conceived, it was conceived for the major eleven southern states, but in reassessing the educational needs throughout the country, they recognized that there had to be a broader utilization of these funds and they do actually want community involvement.

Another area that we have been successful in influencing for the benefit of volunteer programs are the B-2 state grant funds. These funds come to states and the states then receive proposals from local groups. These must go through local education agencies but you can tap into it, if you are a volunteer program connected with the local education agency or school system. These funds offer training of teachers or teacher aides in areas of critical shortages, but it also includes volunteers. In many areas they have been used specifically to train volunteers in one specific program. In other areas they have been used to train volunteers and teacher aides at the same time. In some areas they have used the funds to train teachers in the proper utilization of volunteers. They also have been used to train people in specific programs. In New Hampshire they have been used to train teachers and volunteers in early childhood education. There are a variety of uses of these funds and it is up to you to indicate to the state grants people where and what your needs are. These are all sources of support for your program. I'm not saying this is the answer to everything but I find that volunteer programs need a variety of sources to draw on, so that they can make their programs better.

We too, in our own small way are attempting to do something. We don't have a tremendous amount of funds and there aren't a lot of funds allotted to volunteer programs at the present moment, primarily because many people say, "Well, we don't know whether they work or not". They have been in existence ever since this country has been here but they still are saying the same things. I think it is the professionals who are rather wary about the utilization of volunteers. But more and more we are finding that you must train the professionals in the proper utilization of volunteers and what the volunteer program is all about. When they understand this, then they open up their doors and allow you to come in. It is useless to recruit thousands of volunteers if the professionals won't use them. It is frustrating for the volunteers; it is frustrating for the coordinators of the volunteer programs. Proper coordination of programs is also a vital area to which we address ourselves. We are concerned with training volunteer coordinators which is being done in many areas. We are primarily interested in the material that will come out of a project done by Washington Technical Institute which will identify some of the problems and some of the ways you can specifically train volunteer coordinators in the areas of reading and mathematics. It isn't the kind of thing that says that if you follow this training program, then you'll have no problems at all. They are also identifying where you might have pitfalls, when programs fall down because there is a lack of understanding, a lack of appreciation, or a lack of planning. We are sponsoring programs that are related to the proper training and utilization of volunteers by administrators and teachers. We are sponsoring a program in five cities in the specific training of volunteers in the area of minimal reading difficulties. These are some of the areas to which we are addressing ourselves, so that we get a broad idea of how volunteers can work in education, what they can do, what kind of training they must have, and what kind of support they have to have. We are also sponsoring a program concerned with children in detention without any particular care, and what tie-in it can have with school systems. What we're trying to do is to get an idea of what is needed to make these volunteer programs go and we are transmitting this information to other federal programs so that they too can support volunteers.

We are also transmitting this information to state departments of education because we need this kind of participation. At the state level you have a variety

of program that can tie-in and support volunteer programs. At the local level you have been doing it all along. This is where much of the emphasis has been generated, emphasis and interest in volunteer programs, because you are here and you are doing it. What we would hope that you would do is to let us know what is happening so that we in turn can inform other programs at the federal level what they can do to strengthen their programs and what they can do to help you strengthen the programs.

In the final analysis in this day and time, we are talking about different things and about individualized instruction. In the old days some very wise and sage people developed programs with a design of how to train children. Then they forgot that children are different and they are busy trying to mold children to this one model. It isn't working, and not because volunteers have come in and told them that it isn't working or have offered their services in these ways. Any statistics will tell you it isn't working when you find that 20% of the children who go to school are not learning. There must be something wrong. Therefore, instead of trying to make a child fit into one specific notch, what volunteers are trying to do is to individualize the instruction and support the professional in their instruction so that they can carry on what they are trained to do, which eventually is to teach the child. We learn in magical and mystical ways. This is what volunteers understand and what we are trying to convey to people of the federal level, that volunteers are there to try to support what staff is doing in their professional status. They are not there to threaten; they are there to do a variety of services. Most of the volunteer programs work in one-to-one tutoring because this is where they find the need is greatest, to learn reading and mathematics and science. Many volunteers work in classrooms to support the teacher in whatever she is doing in the classroom. But by and large, they are all working under the supervision of the teacher. Therefore it is incumbent on the teacher to understand what the volunteer is there to do and what they can do, and we are trying to convey this message to all professionals.

We are also trying to find out where there are needs for training, because essentially we are in a training bureau. It is an innovated bureau, concerned with the development of education. We recognize that much of education intends to be static and that many people don't learn with the static type of education. So we're looking for new ways to involve a variety of people who recognize that education does not stop when school ends. Education takes place 24 hours a day and it is estimated that actually only 10% of the time is actually spent in the school, in the education of children. Therefore we want to capitalize on what goes on beyond this. This is another reason why we are particularly concerned with another aspect of volunteer programs, the inclusion of parents in volunteer programs, because this has definite spin-off values. They take this kind of involvement home, they take the training home, and are therefore able to be an extension of what the professional and the volunteer are trying to do within the school walls. This is a field that is vitally important for the support of any school system, for the support of any volunteer program, and I cannot urge volunteers more strongly - you must get out and beat the drums and get the parents - involve them! Many of them may not be able to volunteer, but inform them about what is going on. You never can tell, you might get someone who is willing to volunteer and become so involved that they go into the career ladder or career lattice program, as they call it. They may go from volunteering into teacher aides, and some even go into the teaching profession itself, because they find that it is so important. The more people you can get involved in education the better your education is going to be. It is not only money that's going to do it; they have poured money into many systems and it has not worked. What we need is human

commitment, and that is what we are trying to support with any kind of training and any kind of information that is at our disposal. We would hope that you would in turn indicate what your needs are.

Volunteers in Education is in the process of producing newsletters to inform you of what is going on, not just at the federal level but everywhere in the country. We have just revised a new handbook on how to develop volunteers in education programs in a variety of situations. We are developing a handbook on tutoring and tutoring techniques, and some kind of research on what has been going on throughout the country. But we would also like you to indicate what your needs are, where your weaknesses are, and where we can attempt to support you. We must have input from you in order to be effective. Just because we are at the federal level doesn't say we are going to be effective unless we can get input from you on what is needed, what is going on, and where you need support and training. These are some of the few areas in which they are utilizing volunteers and where we have been able to establish a rapport with federal programs. In some instances they have decided to fund and support special projects when indicated as a specific need in a community. By and large what we want is an on-going volunteer component involved in each of the federal programs and this may indicate where local programs can also support your program.

I feel that volunteers are a vital component to any kind of educational system. We can't live without it, we can't live without the parents, and we can't live without all interested citizens. I'm glad to see that there are women here because H. L. Menkin said it very well. He said that women can see at a glance what most men cannot see with search lights and a telescope. You have found that there is a need, you see the need, you want support, you want to be involved, and you would like to have the support of the professionals. We are trying to see that you do get this support. We are trying to do it by informing the professionals of the good that you are doing and we will continue to ask people to involve volunteers in their programs, so that we can let you know where federal support may be.

We hope that the states in turn will take up the torch and also support you through their funds and through the involvement of programs of the state department of education level. We wish that you would encourage them and inform them about what you are doing, because in many instances they do not know. If there is anything else that we can do we certainly will try because we have been beating down many a door asking them to give you the kind of support you need, because without it the educational system is bound to flounder. We don't need any more 20% failing and falling behind. We don't need children dropping out, mentally, of school at the second grade. We need them to get their education because this, in the final analysis, is the true resource of this country - our human beings and our young people. If they are not equipped to take the torch for the future then the country itself will fail. I do encourage you to continue the excellent work that you have been doing and carry on. I think you have a destiny to fulfill. This rendezvous with destiny has to be with volunteers.

HOW DO WE GET IT MOVING?

CHARLES BARTLETT

Charles Bartlett of Washington, D.C. is a nationally known editorial writer and syndicated columnist for The Chicago Sun Times, with the column News Focus published in newspapers across the nation and in Canada. He is a Pulitzer Prize winner and has been cited by the Associated Press Managing Editors. A close friend of the late President John Kennedy, he had introduced him to Miss Jacqueline Bouvier in 1950. With Edward Weental, he co-authored "Facing the Brink".

It is a great pleasure to be here with you today and the youth panel just presented is a very hard act to follow. These issues are so much more sensitive, and so much more understandable, when they are presented from the local viewpoint than when presented from the national viewpoint. Somehow when you get out of Washington, it means a lot. I wish to give you a viewpoint on volunteerism as I see it in Washington. In this respect I feel a little bit like Abraham Lincoln when he was standing on the balcony of the ballroom of a hotel while he was President, looking down on the Cotillion below, watching so intently that the Prince standing next to him suggested he was looking at the low cut dresses of the ladies. Abe said, "Well, I'm a little bit like the boy who was in school with me in Illinois. He never had any lunch. He was always hungry. I'd always break off a little piece of my gingerbread and give it to him. He'd gobble it down." One day I said, "Willy, you sure do like gingerbread", and he said, "Abe, I don't believe there's any boy in Illinois who likes gingerbread more than I do and gets less". As a nation we are looking for volunteers, trying to get more, and to some degree, so far the experience has been disappointing for some of us. I think we all share this feeling that there should be a renomination of the spirit of the country, to do something a little bit staggering. The evolution of moral and intellectual qualities of cooperative man seems to have been stymied recently. We are a little bit paralyzed in our evolution of our moral problems by the sort of re-examination of values, by the questions, by the skepticism, and by the beginnings of what may be a new era with some new values.

President Nixon put it very well when he said in one of his presses, through crisis of the spirit, we need an answer of the spirit. To find that answer, we need only to look within ourselves. This was the frame of mind that Robert McNamara was in when he went to Montreal, in the spring of 1967, and talked to the American Society of Newspaper Editors. He felt then very depressed by the country, by the war, and by his own role in the war. He wanted to give the country a lift; he wanted to give it something that would be positive, something they could grab onto with enthusiasm and have a little bit of a new feel about things. He'd had this terrible sense of frustration so long and so often, with everyone hashing over the problems and getting nowhere, not uplifting the results nor uplifting the situation they came to correct. So he took a rest. Lyndon Johnson hated more than anything to be upstaged by one of his Cabinet officers;

if anybody had anything worthwhile to say, they usually were expected to turn it over to the White House so the President could say it. But McNamara wrote this speech himself and he wrote it very hard. In this speech he talked about compulsory national sins, the bargaining, the necessity, the obligation, and the desirability for young people really getting in there to do their share for their country. At the last minute he lost his nerve a bit and he struck out the word compulsory, arguing that that perhaps would launch another controversy and would ruin the effect he was trying to achieve. But this speech did catch fire. Perhaps it caught fire as no other speech in the 1960's since John Kennedy's inaugural address. There were meetings in Washington with prominent sociologists and psychologists, and do-gooders came and talked about the need to challenge and the energies of the young. There were lots of studies and masses of literature and for awhile it looked as if this thing were on the road. But this whole effort and whole initiative has been lost in the complaints of the dissent over Viet Nam. The young's interest in doing anything for the federal government has been degraded too much, if not completely extinguished. The other day I had a letter from the National Service Secretariat asking for contributions. They said they had gotten to the point where they could no longer afford to even make a long distance telephone call. They said the well was dry and they somehow had to keep this thing going.

I was very interested to read a speech Hayward Brewster, the President of Yale, made the other day at Chapel Hill. He is a rather astute student of the youthful mood. He said there is a tremendous deep well of idealism in this student generation and the motivation may not be all that much better than that of the students before them, but it is more vivid, more passionate, more volative, and most important, most dangerous, it is terribly impatient. But in praises of them, Brewster added this student generation is not radical in the sense of being captivated by any simple, single sweeping social prescription. If some smart political leader offered them a chance, Brewster said, it might even opt in some few years of mobilized service, in return for guarantee of minimal decency and freedom from the competitive, material rat race they are after. I'm not quite clear on what Mr. Brewster meant by the rat race and freedom from the rat race. I don't quite see how he equates that with the demobilization. But his assessment of the student mood fits my own observation, from searching around the country and going to colleges. The young want to feel their individuality by producing, doing new imaginative things, but they really don't know exactly what to do. John Stewart Mill wrote, over 100 years ago, that it is not by doing away with the individual, but it is by cultivating it wisely that human beings become valuable to themselves and the human life becomes rich, diversified, and interesting. Against this thinking, I have not been convinced that Mr. Nixon chose the wise course in espousing a citizens' volunteer army. It was good politics when he talked about it in his 1968 campaign. It was an answer to the aggravation with the draft which the students and their parents felt. It had a nice ring when the Nixon commission declared that an all volunteer force would minimize government interference in the treatment of the individual and determine his own life according to his own values. I don't find much merit in a lot of the liberal arguments that can be raised against this volunteer army. I don't believe, what someone said, that it is going to make the President of the United States more venturesome in his foreign policy. I don't believe this feeling that he has a group of soldiers (2 1/2 million really) who have stepped forward on their own, is going to make him freer with intervention, make him readier to go into new jungles and fresh bogs. I don't believe it is going to become sort of a racist situation where all

the blacks wind up doing the military service and guilty jobs that they can get. I think that right now we have about 10.5% of blacks in our armed forces. It might rise a little bit under a volunteer army, but I don't think that might happen. I don't think it will be a social problem. I don't agree with those that argue that the military is not a perfectly fit way where any member of our society can work his way up the ladder. Whatever education he can get in the military, whatever discipline he can learn there, certainly is part of the whole process of growth. A lot of our great men have risen through the military. I do think that there is one very basic and very practical problem. That is the question, can you get the number of quality men you need for a defense force of 2 1/2 million. The Nixon proposal presumes that two million men will continue to be actual volunteers, who go into the army for 20 or 30 years, get their pension and they stay. They are volunteers. Then at least 325,000 people will step up to enlist. Maybe this will happen. Probably it will depend heavily on the economy. Curtiss Tarr, named Selective Service Director, is an extremely bright man who has been solving a great deal. He asked people if they would volunteer for a volunteer army, and he has yet to have more than one or two students put up their hands. He finds a very cold shoulder to this. The point is that you could be left with the worst features of both the draft and the volunteer army. Because you are going to put curtains on the barracks, hang paintings on the wall and put rugs on the floor and make it as attractive as possible, it is going to be a lot more expensive to keep a man in uniform these days and you may get people who go in for that reason. But if you do still have to draft people to fill out the number you need to keep the quota, it is going to be very demoralizing because the draft then will be taking very few people but it will still be creating a large area of uncertainty. The students' problem, in my opinion, has not been with the draft itself, as much as with the uncertainty and inequities of the draft and the fact that they so seldom know exactly where they are going to be a year hence or what they could do. They had a guilty conscious because they were taking advantage of the student deferment, or they were slipping off into the Peace Corps and Vista Corps and having to wait and get drafted later. So I think in the young mentality, there was no great instinct to participate. I think this has been shown somewhat by the studies in Kentucky and Georgia where they have had the 18 year old vote for about 10 years. It proves the frailty that about 40% of the eligible young turn out to vote. This is very low. It is even much lower than the miserable national figure, which is about 61% of the 120 million Americans who are entitled to vote. It is an interesting fact that nationally, the vote figures for all ages have been ebbing throughout the century. In the Nixon-Humphrey election, less people voted than go to the race tracks in the course of a year. Dr. S. J. Hayakawa estimates that young people between the age of 3 and 18 will spend something in the neighborhood of 18,000 hours watching television, in the great classic pursuit of watching that screen. When you figure that out, this is 750 days, which is more time than the 2 years that we are talking about, when we talk about national service. It seems to me that in these times and with the problems we have, we are at a point where everybody could be asked to step up and bear his share of the labors and sacrifices that are involved in defending and in resurrecting our society and protecting and enhancing its memory. V.A. psychologists have done some very interesting work on the young people at Walter Reed Hospital when they come back, and they have found that a very strong spirit of wanting to be in on things as they are developed. They want to create new things and not be so silent over a set of obligations, and not have this decreed authority placed upon them, but authority which they feel they have a part in the rule making. It seems to me that in talking about

National Service we can come up with a very intelligent response. Congressman Jonathan Bingham, a Democrat of New York City, has come up with a very interesting idea, the best National Service idea that is going around at the moment. Mr. Bingham is talking about a bill that when a young man reaches the age of 18, he would have several alternatives:

- 1) enlist in the armed services
- 2) place himself into a lottery from which he might or might not be called into the armed services
- 3) join one of the National Corps such as the Peace Corps, Vista, etc.
- 4) join some local volunteer operation with national accreditation, completely locally controlled and locally operated, to serve on that basis.

Now, I think something like this some day will come. The point is we are not going to get the Bingham bill or any variant of national service at this time. President Nixon actually is not a bold enough leader to put over a concept like that at this time. The kids are too wary of the federal structure to allow him to do it even if he tried. My argument is that it does need to be kept alive and to be debated and discussed. It does need to be pressed for two reasons, first to keep it in the minds of people as a very real solution to a very great problem, and second to keep the young more mindful of what we do over the country and this sense of an obligation to society in which you live and hopefully prosper. This is something which tends to get lost in this sort of reappraisal value. The country and what has been done here and what went into our present situation gets taken for granted so much I think a discussion about National Service is something which should be kept alive very urgently, so that the young and the old have these things in their mind. Perhaps, I predict not too far in the future, you will have something in that direction.

Last fall I was in Iran, which is fascinating. Iran is very rich, everyone is prosperous, and they are hoping to get richer, quickly. It isn't terribly attractive because it is built so well. In this very materialistic new Europe, it was fascinating to me to find that there was a great uplift of spirit as a result of the things the Shah of Iran forced on the people about ten years ago. They had a series of corps, most important of which was a Teacher Corps. It is most incredible how they get these young people to go out and live in villages, with a blackboard, a few supplies and little else. They stay there for a year and teach the basics in schools, in towns where there are no schools, where there never could be schools, and they create schools. The interesting thing is that so many never come back to Teheran, they stay and become teachers in the regular schools, but these are the people who never would have left Teheran if it hadn't been for the Teacher Corps. An amazingly high percent stay and the hearts of girls and men stay out there. This thing is not only great for the young but it is so interesting, when you talk to the bankers and the cynical money makers including the head of their treasury (a very powerful bureaucrat), who are making this machine move, they get as much lift out of the fact that this thing exists as the volunteers get. This is the amazing thing. It does something to give a soul to a country which might very easily not have a soul. Things are moving so fast in the Japanese direction that it would be very easy to be totally materialistic. This thing adds dimension to the national effort of Iran which everybody agrees is extremely important.

The Shaw was responsible for pushing through a U.N. proposal for an international volunteer service corps. This thing is just taking shape now. We don't know exactly how this thing is going to work out. It will be interesting to see if you can have a bi-national, multi-national operation going into countries where they are invited, doing what they can to help the people. Our new Ambassador to the U.N., George Bush is extremely interested in this and is working very hard to come up with something concrete that he can present to Congress and get support from the United States and the U.N. It did come up at Geneva at their meeting and with a very good description of volunteers, as follows. Volunteers will be selected from persons whose aspirations for a better world include wanting to work for it and who give services, without regard for financial benefit and with the purpose of developing the country in which he would work. Hopefully this international force is going to be good. I do know that constructive things can happen in Geneva despite the disappointment that we have there. I remember one quite funny story about my friend George Lodge, who was there at some international body. He became very friendly with two of the delegates. One was a great big African chief and the other was a very wirey Israeli. Finally he introduced them. The big chief looked at the little Israeli and said, "Oh, I know, you are the people who crucified Christ", and the Israeli looked up at the big chief and said, "That's right, Chief, but we didn't eat him".

I do think this volunteer spirit is moving in the world. I do not know if all of you are aware that the Soviets revived an old custom called Subotnik that began in the early days of the revolution. Subotnik is one day where everyone works for the glory of the country and for the glory of the party. It is a day of labor given free. It is very important in terms of the fact that there is a shortage of the labor force and there is a problem of productivity in Russia because they are missing the 7 1/2 million men lost in the war. So this thing is moving. If you go to a country like Ghana, you find they have a volunteer force but they don't have new materials and they don't have food to keep them there. There are many more people who want to get into it than they can possibly handle. Sargent Shriver was amazed to find that in the sophisticated country of France, there are absolutely no volunteers. The French find voluntarism a very refreshing and fascinating part of our social character.

We are all trying to find a better atmosphere and we have really made some strides since John Kennedy said, "Ask not what your country can do for you". I travelled for six weeks a little over a year ago in this country and was really amazed at the good things that I turned up in different cities. In Flint, Michigan, the things that the Mott Foundation has done to get the people to do things for themselves is incredible. They used the stimulation and the recourse to get things going there. Charles Stewart Mott is in his nineties and really is a genius for using very little money and getting a great many people to do a great deal for the improvement of their locale and themselves.

In Indianapolis, I suppose some of you have heard of the marvelous collection of ladies there who have moved in on the whole system of justice and the police force. They gave them teaching and schooling so kids understand the lawmakers' problems and the policemen's problems. They go to the courts and keep the judges honest and see that the courts are run decently. They give balls for the policemen to try to build up their morale, and give teas when new recruits come out of their training school. It is this kind of thing that involves an enormous number of ladies in Indianapolis who are tremendously successful and

I think very admirable. Of course there's the Urban Coalition here in Denver which I have followed very closely and am enormously impressed at the contributions of time, effort, and real agony that people have been putting into it. This business of bringing together the racial viewpoint, is extremely frightening and involves all kinds of emotions. I know a man here who could go up to his hunting lodge, in the country, but spends his weekends and nights really working at this at a very small discipline, just to try to tie it together. It is admirable. In Philadelphia, Leon Sullivan is a marvelous black man who is on the board of General Motors, and has started all kinds of training things. These are good and we should be proud. We should not feel that we have been letting all the time slide by, and not living up to our potential. The federal government has formed the Peace Corps, VISTA, National Student Volunteer Program, Foster Grandparent Program, The Retired Senior Volunteer Program, Senior Corps of Retired Executives to do things. They are all involved volunteers and a part of this package that we have put together for reorganization. Possibly the Teacher Corps will not be in the new reorganization. If Congress approves of this new Action Corps, we may be off on something good and something strong. Joe Blatchford, who has been named by President Nixon to be the head of it, is a very strong fellow. He has character, is not a salesman in the Shriver manner, but is a strong man who believes, can put this thing over.

The history of some of these individual federal projects has not been all up hill. The Peace Corps, for example, has had a great falling off in the number of volunteers until recently. Just about two weeks ago they put out an announcement that they had finally managed to halt a four year decline in the number of volunteers. When you go out into the field and talk to these Peace Corps volunteers, you are sometimes disappointed to hear that they are rather dilatory in their attitude. They don't feel they have made a commitment to stay out there for three years. One out of four comes home while he is still in the process of learning the language. He really doesn't go into the field to do any good. They don't have that deep respect for commitment that you would like to see in a volunteer. You find that the host country where they go to serve is escalating its demands on the young volunteers. There was a day in the early 60's when the people were glad to have young volunteers come, and teach English in the schools and do a great job. Now they know English and they don't want these people. They have their own English teachers and they don't want their own teachers deprived of a job. They don't want these kids, they want skills and they want volunteers in jeeps so they can move around and do things more efficiently. They want road building equipment and they want building materials. Their demands escalate and they are not willing any more to have just the presence of a volunteer. They want real contributions and they want people who can really do something with real skills. Blatchford has responded this year by sending out older people who have the skills and they are adjusting with the \$80 to \$100 a month salary and doing very well. So we have had really great successes in the Peace Corps. They have been great ambassadors, they have built a great Corps of 80,000 Americans, who I suspect, by and large, a heavy proportion will come back into some form of public service in some level of government. These are all motivated young people and they have really come out of their Peace Corps experience with a sense of the need to do things. We have marvelous individuals, with great heroic stories such as the man who gave away every cent he had to the kids in Iran who needed teeth. In the end he gave away all his shirts, all his clothes, and when it came time to go home, and they gave him his separation pay, he gave that to the kids. Then he decided he wouldn't go home. They tried to get his separation fee back and he said he couldn't do it, because it was gone. He was a marvelous man. This

has been a very enriching thing for the American character. I must say, if you have young friends who are thinking about it, I would urge them to really give it a crack, particularly young married couples. It seems to me that of all the things that this government has done for people all over the world and in all time, the most this government has done for anybody is to set up young couples in one of these countries in really reasonable comfort. And they have great, great fun. It is a wonderful way to start married life if this happens to be your interest, and is one of the great bonanzas going now for the private citizen in the U.S.

Of course in recent years the predominating interest of young people is to work on domestic problems, including VISTA. The very able director, Carol Khosrovi, is running it and the response has been good. A classified ad appeared recently in nine metropolitan newspapers across the country and produced replies from 61 lawyers, 66 architects, and a large number of business executives. People who are 25 to 50 years old now make up 26% of VISTA volunteers and the total is about 4500 at the present time. I think it is good that all the people are coming in because they bring a balance and an experience to the VISTA Corps that the young can't quite handle.

There have been some very good studies. David Godwin of Pennsylvania State did one. These studies show that the young people derive enormous frustrations from these services. They expect to solve all the problems and they find they can solve very few. If they could just polarize in order to really do much for the community in which they are working, they really should get into politics and should challenge the mayor and city hall and shake the tree a little bit. Of course this is very much against the rules. If VISTA's start shaking trees, then Congress will begin shaking out its appropriation. So they are forbidden to do it as VISTA volunteers, to vindicate the problems and this is very frustrating. Some of the great movements that were made in violation of this edict would be the organization of whites in Appalachia against strip mines, and some of the movements of the migrant workers, have been done with great help by the VISTA volunteers, Cesar Chavez and some others. These people have violated the law to get into the agitation business. Basically they can't agitate and have Congress supporting an organization who is going to be politically active against them. So that is a problem. Then you have an alienation. A lot of these people when they see the problem, they don't understand the whole perspective. They come out of their service in VISTA much more alienated than when they went in. They feel the situation is much worse than they thought it was. They are much more radical in their attitudes and much more disturbed about the government.

Now President Nixon wants to put a new face, a non-Kennedy face, a more expansive face on this whole volunteering. I believe he really means to do it, that he really feels this volunteer thing, in a very sincere way and that he wants to forge a line in this generation. One problem is that President Nixon is not a terribly imaginative man. He thinks of volunteers as something good, something in relationship to a very sound human factor, but he doesn't go from there and he doesn't involve the concept at all, and he really doesn't stimulate his own people to do much involving. He hasn't been able to persuade some of his own people that they should go along with the volunteer program. That is a terrible situation. There is a funny story about Bud Wilkinson, former football coach, who went to Washington as a White House aide. He was put in charge of the

volunteerism in the first months of the Nixon administration. President Nixon said to him, "I want you to call me at any time. This is something I feel very strongly about. Something I want to get done. Something that I want to see for myself, so you call me at any time that you have any problems." So about two weeks later Bud had a problem and he called Bob Holderman, who is outside the President's door. He said, "Bob, I want to see the President about this volunteerism". Bob said, "You can't see him about that, that is ridiculous. He has much greater problems than that. You just can't see him." "He told me to call him when I had a problem that was very important." Bob said, "Look, the President has to say that to everybody but he doesn't really mean it. We have to decide which are the times he really means it and which times he doesn't. I'm sorry but you can't see the President." This was said by the guy who sits 15 feet away from the President, so this has been discouraging. It has been hard on the people who have been trying to push through some of these things, because the full effect of Presidential interest hasn't been felt and hasn't really generated the imaginative thinking that should go into this program. It is a great chance and unless it's done well, it will be a great disaster. There has been very little coordination from the White House since the initial announcement by the President at San Clemente. He made a speech January 14 in Nebraska in which he said he was going to do this thing good and put Blatchford in charge. Nobody in Washington has heard of it. This is something that Nixon pulled out of the air. I think it is easy to be pessimistic about it because in this day it is also controversial. I think the pieces are beginning to fall into place. It is possible that there is going to be some real room for improvisation and a real chance to make something out of what those of us want, who believe in volunteerism. Those involved are trying to protect VISTA and the Peace Corps. None of these organizations like being dropped into one bucket, but none is going to lose a thing by being put into one bucket. They are all going to have much greater visibility, much greater opportunity to get the funds they need. As it stands, the proposal as it has been brought up to Congress includes \$20 million. The exciting part of this whole thing is because new initiatives and new ideas may develop from forming new action groups in communities, getting them approved in Washington, and then giving them seed money to get them started, sort of in the way the Mott Foundation does in Flint, Michigan. This is where this can really have effect. Local people have a chance to think up things and get the ideas that will really dig in roots and bear fruit. All of you should put forth together and see what you can come up with.

You have heard about the National Center for Voluntary Action. An exciting man, Edwin Etherington, from Wesleyan who used to be head of the American Stock Exchange, is now President of this National Center. He wants 20 of these centers established in various cities by September and 100 by January, 1972. These centers, privately financed up to now, will be the catalyst for this volunteer effort. They will see the need, try to interest the volunteers, stir up interest, and get business support. This will be a very catalytic function. It is a very good idea, and when they work well, they can be enormously effective. They have had one going in Hartford, Connecticut for almost a year now, which has done a lot to get people going in the right direction. The new federal effort fits in very neatly with these local centers, which will be created out of Washington. There will be money, guidance and support for the local people.

Ellen Straus' idea of a tax deduction for volunteers seems very appropriate with the new emphasis. The word volunteer comes from the Latin verb volo, meaning I wish. To volunteer means that you simply wish to work, that you don't have any qualms about being ordered or being afraid to work. The purists say that tax deduction should never be used, to give incentives to people. The fact is that time and again we use tax incentives and are using them now. The administration as a minimum is proposing a great liberalization in the depreciation allowance to save great amounts of money for the business man, who buys new equipment. The government is doing this for one reason, they want these plants to have better machinery, so that they can compete better with the products abroad. They are trying to increase the productivity of America. People who dig oil wells are given a very small tax incentive. We've talked of using tax incentives to get people to vote and give money to the political parties, and about using tax incentive to get construction people to build housing in slum areas. There's really no problem about this; this bridge has been crossed. It seems to me that we would be much better off. Those who feel a noblesse oblige, would have the complete option of taking nothing. They don't have to take a tax deduction, if it gives them a pure feeling about the work they are doing.

The great task of this period is going to be to expand the number of people who are really actively engaged in volunteer activity. I was very disturbed the other night to hear Joe Blatchford project his program, looking perhaps to an outside number of 250,000 full-time volunteers. This is a very small number, in terms of the fact that there are 4 1/2 million kids who become 18 every year. I would like to see everything done to expand it and to involve people. I think we are in the position of the wealthy farmer who bought this marvelous rooster. The rooster went through the barnyard, down to the lake and over the hills to the next farm. The farmer was completely worried about him. He disappeared out of sight and the sun began to go down. Suddenly this little rooster came walking along the road with his head hanging on one side, his tongue hanging out and buzzards circling overhead. As he got to the gate, the little rooster keeled over in the dust. The farmer rushed out. As he got close the little rooster opened one eye and said, "Get back you fool, when you go for buzzards, you have to play their game". I think we are now in a situation where we are going for buzzards. We want to expand volunteers and I think we ought to do all the imaginative things we can to bring out the volunteer effort, utilizing the organized volunteer program. There are great political things to be done. The League of Women Voters is working in a great political move now to get people to register and vote. Young people could do a lot as volunteers in that regard. My own hope is that some day we will have a legion of people who will be out across the country to try to amend the constitution, to give us a one term president. A six year term president could lift the atmosphere and take the leadership out of this political thing, which crimps it and handicaps it and makes it impossible for any president to develop the respect he needs to do the terribly tough job he has today. This could be one of the great reforms which could be and will be achieved by volunteers. More and more I think life is a struggle to find the proper balance and the proper compromise between the individual and the state. The more individuals do to make themselves felt and give real meaning to their life, the better hope we have of keeping this balance and restraining the state from swelling into a container for us all. I salute you for the work you are doing in this meeting and wish you well.

PANEL PRESENTATION -- VOLUNTEERS - WHO NEEDS THEM?

Moderator - Dr. Carl Barnhart

Panelists - Eugene Graham, Supervisor of Special Education, Denver Public Schools, Denver, Colorado

Mrs. George Swallow, President, Colorado Congress of Parents and Teachers, Denver, Colorado

Miss Vivian Moya, Senior Student, Loretto Heights College, Denver, Colorado

Mrs. Irma Hudson, Teacher, Cole Junior High School, Denver, Colorado

Dr. Roy Hinderman, Professor of Education, Metropolitan State College, Denver, Colorado

Harold Zier, Office of Volunteer Service, Denver Public Schools, Denver, Colorado

Mrs. Irma Hudson: My two experiences with volunteer workers over an extended period of time both unfortunately grew out of crisis situation. Our first use of volunteers at Cole came about when we were having a great deal of trouble in and outside of the building and parents came to the school and voluntarily patrolled the halls. They did a beautiful job and were much appreciated. If ever this occasion arises again, and we hope it won't, we will have these parents or parents very much like them to call upon, to go into the classroom and to help us with the situation. Our other experience with volunteers has been through the Denver Public Schools Volunteers, Inc. These people came in to our school, because many of the youngsters whom you saw singing this morning unfortunately cannot read very well. We need all the help we can get in helping overcome this reading handicap. Upon request, Mrs. Ruth Bush, President of this organization, recruited about 16 people to come into Cole and work with our youngsters. Many of these people have worked with my students over a period of two years, and I have unbounded admiration for them. I wake up in the morning, it's snowing, and I say, "Oh Lord, how long?" I mean, how long until retirement, and yet these people come through snow and rain and sleet and hail, very much like the postman, long distances from Littleton, Lakewood, etc., often to be met by a sorrowful me, telling them that the pupils are absent that day. I generally try to have some interesting reading materials, so that they can sit in the lounge and read because the youngsters who they were supposed to tutor haven't shown up. I will say, however, that for the most part, they are able to tutor and they do some wonderful things with our pupils. I can tell you anecdote after anecdote of real breakthroughs in attitudes that have taken place in our building, largely because of the dedication of some of these volunteers. They have recruited tutors from the community and from Colorado University, Denver University, and Metro State College. We have had males and females, young and old, and they are all doing a fine job. Some of our youngsters have a very marked hostility

towards society; particularly the Anglo society, which is understandable. One example of a breakthrough was last year when we had a fine volunteer who was pregnant. She came to us in October when the program began and was assigned a boy who was an outstanding athlete, but unfortunately a poor reader. She brought in a scrabble game and they had many relaxing games of scrabble during the tutoring sessions. After her baby was born, this young man would come up to my office quite often and say something like, "Where is my lady?" That's what he called her, and "When's she coming back?" and I said, "Well, her baby is born and I think she's going to come back shortly". "Ok, well tell her hello". He'd say it sort of off handily, so as if she doesn't really matter much to me, but to tell her hello anyway. Three weeks after her baby was born she did return, and he now is in high school. I will not mislead you to think he became a fine reader, but he certainly has a greater appreciation for the scholastic process.

Miss Vivian Moya: I have in the back of my mind that in a couple of days I will be graduating, and my thoughts are on how I got where I got, and who helped me get there. Right now I am in an interesting position in my life. Yesterday was the last day of my classes. I am not a student any longer as far as the formal classroom is concerned. A couple of months ago I was a student teacher and I was halfway between being a tadpole and a frog. A week from now I'll be graduated from college with my teacher's certification. In trying to view how I arrived at this kind of middle ground situation, it coincides with the answer to the question, Volunteers - Who Needs Them? Let me explain. When I was in the first grade, we were working in the "Things to Do" book and I was having a very rough time. I kept erasing and couldn't get the answer. I erased so much that I erased right through the paper. I was just welled up with tears and was about ready to throw it all out, cry, and forget it, and my teacher came up and said, "Well, I have a better eraser; I have a new sheet of paper for you to work with, and perhaps together we can work on the problem". We did, and I really wasn't a failure after all. I learned something from this experience. The same thing happened when I was learning the new modern math in seventh grade and eighth grade, and one of the counselors took a couple of minutes to help me overcome this barrier. It even happened yesterday in college on my last day of classes when a teacher of mine helped me to build a wagon for a set design that I was doing. It just was a matter of someone taking a personal interest in me, taking their time, putting it in front of me and saying, why don't we work on this together? So I realize that the personal experience of one person helping another has been very vital in my success. When I was student teaching the times that I succeeded most as a teacher were the times I could sit down with one or two students and really help them with their problems. The person that needs a volunteer is the person who needs that one-to-one kind of communication. That would always be true to all of us; we all need that one-to-one kind of communication, but specifically in the classroom. If you read to a student who doesn't read well (it can also be the student who reads very well), he needs that encouragement that you get from one person saying to another, "Why don't I help you, why don't we talk this over?" Another answer to the question, Volunteers - Who Needs Them?, is within the personality of the student and within the personality of the individual. We all need encouragement and I have found that encouraging on a one-to-one basis is the best kind. Teachers can not do that in a classroom when they have 35 or more children. A tutor can and a volunteer can. The volunteer can take the time, with all the problems of going out, trying to get there in the snow or the tire that is flat, and bring it into a situation where it's real and live. The student will say, "This person came

all this way to help me". I remember most, in my life as a student, the person who went out of his way to volunteer, who took the initiative to come to help me. I realize that is the direction to go, to help other students. I would say that it is the volunteer who can take education from the mass to the one-to-one, and it is in doing that, that more people will succeed.

Harold Zier: Presently I am working with the Office of Volunteer Service for the Denver Public Schools. This assignment for me probably has been one of the most rewarding and most enjoyable assignments that I have ever had. I have met so many wonderful, dedicated people who are really concerned for children. As a volunteer coordinator, it is my responsibility to work directly with each one of these individuals, to act as a liaison person between them, the schools and the volunteer groups. Up until this time the volunteer coordinator as a paid staff member is a relatively new position. It is a position which is very slowly gaining recognition as being very necessary. Interested citizens are continually asking, "What can I do to help in the schools?" and administrators are looking around. By no means have all volunteer programs been accepted. We need a liaison person to walk into a classroom, or into a staff or faculty meeting and explain the role of the volunteer, how they can help, and work directly with the children. As we look at some of the programs and some of the experiences, they are so rewarding. We find that the individual volunteer tutor has provided situations that have really developed within children a new self image. We have found that they have helped in developing new ideas on childrens' self concepts that they can do. So many times children have been turned off because day after day they have met failure. A volunteer tutor, working with that child, coming up and giving him a hug, a pat on the back, is really all this kid needs. Before long he's turned on and ready to go. The dedication of volunteer tutors is just overwhelming. This morning one of our teachers mentioned a situation. One of the children who was in her study hall had been struck by an automobile. The volunteer tutor has been at the hospital holding that child's hand for approximately two hours per day since the accident. This is a type of relationship that has been developed. The volunteer coordinator should be well informed of all programs that are going on within the schools, should know where they are located, and what the program is called. The coordinator should recruit volunteers, gear them into a program that can be beneficial, not only to the volunteer, but to the student and to the teacher. Many times we find that the volunteer walking into the classroom can very easily be turned off because the teacher expects that volunteer right off the bat to know exactly what to do and how to work with children. Again this is a point where a volunteer coordinator, interpreting the program of volunteerism to staff, is able to tell staff about the need to sit down with the volunteer, give directions such as how do you work with flashcards, how do you work with different types of games, how about this game or that game, and what is going to motivate the child. Too often when volunteers are placed within the classroom situation, they will sit there and wait for the teacher to give them some directions. The teacher must assume the responsibility to work directly with that tutor, who then can work directly with the child or with the small group of children.

Eugene Graham: Two years ago when our department became involved with volunteer aides, particularly in the area of Special Education, we had many questions in our minds. We should have, because it was something different

and new, and any time anything is different or new, you automatically have question and build up that little wall against any change. A good part of the success of the program, as we now work with the aides for children with learning disabilities or the educationally handicapped group, comes from the groundwork that preceded any volunteer ever going into one of these classrooms, particularly by Mrs. Robin Johnson, who has done so very much to make the volunteer program work in the area of the educationally handicapped in Denver. Two years ago, when the idea of using volunteer aides in our program to the educationally handicapped was discussed, the coordinator and staff members brought up questions that we felt had to be answered before going into the program. One that we immediately thought of was our experience with volunteer aides, depending on need at Evans School with children with hearing handicaps. One of our first experiences was that here is the poor, profoundly deaf child and here was the person who wanted to volunteer to help these poor, profoundly deaf children and the first thing we knew, we had a real can of worms, because the person had become so emotionally involved with the handicapped child. They were probably doing more harm than good in the program. So one of our first concerns was because these kids had more pronounced problems. It is much easier for the teachers, volunteers, and for anyone associating with these kids, many times to become too emotionally involved. How could we select people to try to offset this, so it is a supportive effort as a volunteer, rather than possibly meeting the needs of the volunteer. How do we know that a person is not volunteering to work with the child with learning disabilities, not really to help the child or to assist the teacher in the classroom, but really to meet some inner need. I don't think there is any particular way that we can pinpoint the person who will react this way, but this was just one of the things we worked out together with the volunteer program coordinator and Ted White, the Director of Special Education, to overcome some of these fears that we had, and then selling it to the teachers. Maybe later we will have a chance to follow up and find out how we really feel about that program. We have had very excellent results from our volunteer aides in the area of the educationally handicapped. By its nature, the program in working with a child with perceptual involvement takes the professional, that teacher trained in the specific area of working with an educationally handicapped child. That professional is the one who makes the initial diagnosis, after we have identified the child and taken him from a regular room and placed in a resource room. The second phase is again by the professional, for the prescriptive-type learning that is needed in this area for this child. Then there is the area of remediation, of carry-through, following this prescription pattern, in which we have found the skilled aides, the volunteer who has worked in the room, and has learned from the teacher. It is a give and take situation, and they have been so valuable in following through as we go around the cycle, back up to the evaluation. We diagnose the child's problem, identify the program that will overcome the problem, follow through in this program and then we get back to evaluation. Did we get the job done? This again is the professional. But we have found an area in which the volunteer aides are so valuable, in following through. It is so simple to walk into the class where the child with a perceptual problem is working on puzzle, run of the mill stuff, every kindergarten and first grade has this going on, all the time. But with a child who is educationally handicapped, he doesn't perceive the piece in that puzzle as simple at all. This is the repetitive process that is needed to carry through the remediation, to help overcome the vision perceptual problem. We have found that they have been a terrific aid in a specific and a very technical area.

Mrs. George Swallow: It is always interesting that we talk about new programs of volunteering when I represent an organization which has been out volunteering in the schools for hundreds of years (I always exaggerate, at least 70 to 75 years anyway). There was a time when volunteers could do things like raise money for curtains for the teachers' rooms, and that the PTA did, and they could cook a hot lunch, and that the PTA did. They could be office aides and these kinds of things, but I am especially thankful that the time has finally arrived when we do recognize that volunteers have a place in classrooms and that our society definitely needs volunteers. There is not enough money in the whole world to provide the kinds of services that we need to provide in our society, to the individualized types of teaching that need to happen in the classroom. Because of the change in the family and in society, we are going to have to do more of these kinds of things all the time. Volunteering is as American as apple pie, actually. It is just that now times have become more hurried and things are so much more complex than they used to be. The girls in my block need some of us to help them with babysitting, so that they can go to the grocery store. Head start, pre-schools, classrooms, lunch rooms, playgrounds, bicycle clinics, courts to help with young people in trouble, and study halls need volunteers. We need to provide some of the art of loving in senior citizens' homes, although most of the senior citizens need to be in volunteering programs and then we wouldn't need so many volunteers in senior citizens' homes. Volunteering is a profession and the care, protection and feeding of volunteers is a profession; and by feeding I don't mean providing their lunch for them. It is an absolute necessity to any of you who are considering a volunteer program in your school or in your court or wherever, that you have a top-notch coordinator and pay them if necessary. There are so many things that need to be done to make volunteering work successfully for the volunteer and for your school, and if you have to pay for it, pay for it! When you recruit your volunteers, it is very important to define and outline the job, what you expect of them, and then expect them to do it! Volunteers need to be trained as they don't automatically know what to do, and the people who are going to be working with them need to be trained. Once you have a volunteer trained, and if some of them are not doing what they want to do, that needs to be rechecked from time to time, and maybe retraining needs to be done, or maybe transfer to another task. We have large staffs to handle personnel who are paid for their jobs, and we do need to put some kind of money into volunteer programs so that people who volunteer can receive satisfactory help. When I talk about pay, I just mean a very sincere thank you, an actual presentation of the kinds of things you think they are worthy of, and then let them be involved.

Dr. Roy Hinderman: I was very much impressed when I received the literature about this workshop that the Des Moines Area Community College was working on Motivation, because probably this is the most important single thing that we can do for anyone in our society, to say nothing of the importance to the boys and girls who are in our schools. Volunteers - Who Needs Them? Our boys and girls need them. Sometimes we lose sight of the fact that we operate schools to help boys and girls. I used to be engaged in a lot of controversy where some of the teachers tried to tell me that we had schools so that they would have jobs, and I don't think that is the case. Dr. Koepple certainly contributed to the question of how you get volunteer aides. There are two or three things that I should like to contribute. First, I went out to Montclair School here

in Denver one morning 30 years ago for the purpose of visiting classes, and the principal and I were standing in her office near the front of the window, and a very lame man came by. I'm sure that one leg must have been several inches shorter than the other and as he walked along, the whole length of the front yard, he had a very peculiar hitch to his walk in order to get the short leg down on the ground and then get up on the long one again. This wasn't so unusual, but the unusual part of this performance was that pretty soon there were 12 or 15 little youngsters following this man and doing exactly as he was doing, perfectly as he was doing. I'm telling you this because I don't think that any of us makes as much of imitation as we ought to make of it. This is one of the great learning devices that God created in us and we don't think enough of it. We think it is too simple, too common, too ordinary, that something is wrong with it. We have to do something fancy. The good volunteers that I have seen come into the school don't feel this way about it. They are perfectly willing to say, "Come, follow me". In the film "The Art of Human Giving", that fellow was helping to build a boat. He wasn't getting a lot of instructions about how to do it. The kids were imitating what he was doing, and getting a nice boat built. This is the one point that I want to make. I hope that some of you agree. When I was a boy, a long time ago, my mother used to keep saying to me, "Roy, what you do speaks so loudly, I can't hear what you say", and I was trying to sell her on something that I didn't mean at all. Well, precept and example are the great teaching means that we have, and along with imitation we are leaving them unused. If we don't show by what we do and that we believe what we are saying, we are not going to get very far with the teaching that we do. Again let me say that the volunteer has run rings around us when it comes to teaching by precept and example. They really believe in what they are doing and they are really showing by what they do and they live, this thing that we want.

YOUTH RAP SESSION: VOLUNTEERISM - AN EYE-OPENING EXPERIENCE

Moderator - Dave Wagoner, Supervisor of Community Services, Littleton Public Schools, Littleton, Colorado

Co-Moderator - Leonard Kranisch, Supervising Teacher, Denver Public Schools

Panel - Dave Owens, Cherry Creek High School, Chairman
Gary Alexander, Manual High School
Julie Beezley, George Washington High School
Cheryl Boston, Westminster High School
Charles Hemenway, Denver Country Day School
Brad Jost, Arapahoe High School
Melinda Longtain, Arapahoe High School
Harry Waters, Colorado Academy
Garry Willhite, Littleton High School

Garry Willhite: In the STEP program (Student Teacher Educational Partners), I volunteer at Runyan Elementary School, for two hours a day. For the teacher, I do everything, including clerical work, bulletin boards, individual help, large group and small group instruction. The program is designed so that we have feeling of what a teacher has to go through, what they have to do, their lesson planning, the clerical work involved, test grading, and everything that goes into it. I really appreciate the program for one main reason because I want to go into elementary education. I didn't have to go through all of high school and college and student teaching to find out if I would like to teach, so from that aspect it is very good. On Tuesday nights, I am also in the Littleton Study Hall Program. I tutor a little boy in the sixth grade one night a week, but he can reach me any other time during the week and I help him mostly in math, English, and reading.

Brad Jost: My involvement in the volunteer program is through the Denver Community Study Hall Association. This is a program where groups of people get together either through churches or schools or any other organization, to tutor children that need tutoring. My involvement came through my school. In the other program, each tutor drives down individually, picks up the child, takes him to a common meeting place, tutors him and returns him home. Due to a school district policy, we were all brought down in busses. This is a disadvantage of the program because the students are not required to go into the school or into the home of the child. This caused a lot of misunderstandings between the people and they were not beneficial to the program. The tutors and the children being tutored seemed to take a more casual attitude towards their commitment. The program in which I was involved was cut two months short. These problems contributed in part, but there was one basic problem, which was a lack of communication between the administrator and the tutors. The administrator was upset about certain things that were happening within the program, but the tutors were never made aware of them, and if they had been aware of the problems, they could have easily been fixed up. I don't want to make it sound like the program was a total waste or anything because while it was going on a lot of new things were happening. The children were learning lots of things, and some of the tutors were really getting involved with the children and becoming aware of their

situation and what they really had to cope with daily in their own lives. My involvement in this program could be an example to show that a greater amount of communication is needed between administrators and the people involved, so that the people involved in it go into it with a sense of commitment and responsibility as to what they are supposed to do. Personally, I felt it was worthwhile for myself but I feel that basic communication and understanding could be improved.

Melinda Longtain: My situation is rather unique in that I am working independently, through the STEP program, which is in the Littleton area. I'm receiving credit as a volunteer in Head Start in Denver. I work with 15 four and five year olds, every day from 12:00 to 4:00 or 4:30. It has been a very rewarding experience, in that living in suburban Denver, when I go into the Denver area, and work with children who are mostly on welfare and in this kind of situation, I have been exposed to something, had I not taken the initiative to do something on my own, I would not have experienced. It has been very eye-opening and one of the most fun experiences I have ever had. I have kids with unbelievable energy and enthusiasm. It has made me think that I'm not nearly as old as I thought I was getting. We don't give tests or have report cards. The typical stereo-type classroom situation is completely destroyed at Head Start. We try to encourage the children just to be children, to work with one another, to teach them important things like sharing, getting along with one another, respecting the other. We try to prepare them to move into the typical elementary, by exposing them to things that perhaps they wouldn't be exposed to at home, such as books and this kind of thing. We read to them, teach them finger plays, get them used to working with numbers, number and letter concepts, but not ever sitting them down and saying, "Today we are going to write an A". The idea is just like the idea behind finger painting, which is to build up muscles. We don't have a very structured classroom situation. They are not ready for structure yet, but are still working on being a child. I wish that more students could be made aware that they can go into these areas, and receive credit for doing these kind of things. There is more reciprocation and more advantages for the kids down in Denver who probably need more help, to know somebody cares about them a lot, than tutoring kids in my area. It has opened my eyes. Before, I never really had any aspiration to the field of education, but now I don't know if I necessarily want education, but I would like to go into wherever I can work with kids of this class. The only downfall is that I'm going to be let down at the end of the year, knowing that I will probably never see the children again. I started crying the other day when I realized one of the kids was moving and I'll never see him again. You become very attached to them, and after its over with, you know, it's over with.

Charles Hemenway: I'm involved in two different area programs. One is done through a social worker who came to our school and asked us to volunteer to do the tutoring program. This involves going once a week for 1/2 hour to one of the schools in Denver. Both of the situations involves children who are both socially and economically deprived. The child I tutor is in fourth grade at Fairmont Elementary School. His father is divorced from his wife, has remarried and lives very close, which brings up a problem for the child. This is where in both programs, the big brother aspect comes in, and you have to be a friend of the child as well as a tutor. We spend half of the time outside playing and half of the time inside tutoring. This child in particular needs a big brother more than the tutoring. He does his homework fairly well, is not an exceptional student, but not that poor, but he does need the help and the understanding that I feel that I can bring him and that part has been very rewarding to me.

The other program I am in is the Denver Community Study Hall. We don't have to be bussed down and I am all on my own. I drive down, pick up the child, and take him to the study hall. Here again, it is the big brother and tutoring thing, although there you end up doing more of the tutoring, whereas you're also being a friend to him by coming and picking him up, taking him to movies, baseball games, and things like that, and it also has been very rewarding. You really get a sense of accomplishment when you see that the child is happier and is doing his work better. I tutored a child last year who didn't go to school very often, maybe once a week, if that. By the time we finished tutoring, he was going to school five times a week. It is things like that that really make me feel that it is worthwhile. The only trouble is that I go to a private school and there's no real communication. I found out about the Denver Community Center through a friend, and the social worker program, in the first year, there were very few students involved. This year there are more, but still there is no communication. You don't really learn about any of the programs like STEP, Head Start, what not. There is a big communication gap at our school and I really feel that people especially at my school who are supposedly in the upper income bracket should be able to get out and see the other children who are in the lower income brackets and who don't have what we have. I think it really is an eye-opening experience and that more people in our school should get involved. We need more communication to really let the people know about the program.

Gary Alexander: At Manual High School I am involved as a volunteer in Mitchell Elementary in the Denver Public Schools. I chose education as my field because I worked with kids in Sunday School and I like to work with small children. I got into the program and we were taught methods of teaching children and working along with them, just as the aides do at school, as equals to the aides in the elementary schools. We worked with the kids, through all the grades that were in Mitchell, except for the third grade and I couldn't get into it because of a split session. I think the best class that I had was the sixth grade class and I worked along with the kids, just as a student, not as an adult. I got along with the kids very well. The thing that really shocked me was that when you go into the place you say, "Good morning, kids", and they say "Good morning" but the thing that really bothered me is like saying, "Mr. Alexander". I tried to tell the kids, "You don't have to call me Mr. Alexander, but you can call me Gary" and their emotions are not for that, and they said, "We like to call you Mr. Alexander". I have taught the fourth grade and fifth grades. I'm in a fifth grade class now, and am working with a slow group. I prefer working with the slower children because I think it is a great opportunity to work with people that you can help progress. I saw kids progress last year, when they were slow learners in reading and math. The thing that I like about education is to see kids grow up, and to see them in the way that you want them to be, in the educated sense. Like this young lady said, it is kind of bad to see people go out away from you and I miss some of the students that were in my classes last year, but still some of them recognize me when they see me down the street and that's about the best thing that I like.

Cheryl Boston: As a tutor in Blackhurst Elementary School, we pick up our tutors and take them to the school and the study hall. We work with them on various things, emphasizing areas where teachers have indicated need improvement. Of course, after working with them we are able to pinpoint

their weaknesses; you don't have to talk to the teacher that much, unless you really want to. This is where special help from the teacher is coordinated with others in the field of education. Many of us have found that most of the students just need someone to be patient, and give them individual attention which is not given in the classroom or at home, because there are too many kids or the mother and father have separated, or something like this. In addition to working with them in the study hall, we plan various activities to try to encourage them. We take them to the movies, on picnics, to the museum, to various types of games, or to our schools. For Christmas a group of tutors that go to my school gave our kids a slumber party. We asked about 20 girls over to my house. We each bought two Christmas gifts for them, took them out to a show, came back and ate popcorn, and stayed up late that night. They really enjoyed it and it made us feel good. All of these we hope will inspire them to use the ability they have, to the best they can, in school. Sometimes the tutor may get the idea that they are to see to it that they have fun. This is where we have to be firm, and insist that school work must be included in our relationship with them, not just at study halls. We have to realize that we can't solve all of the problems they have over night. Many times the tutors can include too much, so we must have a positive attitude no matter what happens.

Julie Beezley: I tutor and assist in the classroom at Hallett Elementary School, in the EPIC program, which is Educational Participation in the Community. The purpose of the EPIC program is to get the students interested in the Denver community. Right now, from Washington High School, there are about 100 EPIC volunteers. Some volunteers are involved in working with students on the secondary level. Some of the volunteers aid in the classroom, some tutor and others help with recreation and handicrafts. If a volunteer wishes he can get credit for his tutoring. He gets credit by keeping a journal of what you do every day while you are tutoring, and then you are supposed to go to these meetings they have every two weeks at Washington High. You need to tutor at your elementary school or secondary school at least 3 hours a week for credit. I have a little bit of information about Hallett. It is in a predominantly black area, and it is an open enrollment school, with 70% black and 30% white. Besides tutors from Washington, Hallett has TAP volunteers, which is Teacher Aide Program, and volunteers from Lowery Air Force Base, from Metropolitan State College, volunteers in reading from Smiley Junior High, and most of the sixth graders at Hallett, tutor younger children.

Harry Waters: Our program at Colorado Academy involves volunteer work at Wheat Ridge, home for the retarded, and at National Jewish Hospital where we go and we play basketball and pool with the kids and if they want to sit down and talk, we sit on top of them. This takes place on Saturday mornings because the students who are involved in this are boarded at the school. We leave on Saturday morning for about three hours, go to the hospital and we fulfill the services we perform. We have had this program for about three years now and it has been pretty successful. We have between 12 and 25 students going at a time. We take a bus or a van, whichever we need. This has been the most rewarding work that has been out there so far. Being a private school out in Englewood, we do not hear about any of the other programs that are connected with the Denver Public Schools or with the city of Denver. We have had programs within our school where we've had other schools come in and teach kids in the fifth, sixth grades, and tutor them math and science. We have about six kids going down to Head Start, but the times they had available for us to work, we weren't available, so we are still trying to work on that. Right now we still have our programs at National Jewish and Wheat Ridge.

GROUP A - ORGANIZATION AND ADMINISTRATION OF VOLUNTEER PROGRAMS

Presiding - Mrs. Martha Seymour, Director of Volunteers, American Red Cross, Denver, Colorado

Participants - Dave Heartman, Director of Youth, American Red Cross

Mrs. Edith Neil, Coordinator of Volunteers, Head Start

Mrs. Bette Rutledge, Chairman of Recognition, American Red Cross

Jim Williams, Assistant Manager, American Red Cross

Reactors - Mrs. Zondra Pluss, Chairman of Volunteers, American Red Cross

Mrs. Marilyn Moorhead, TAP Volunteers

Mrs. June Taylor, Program Specialist, Project MOTIVATE, Des Moines Area Community College

Kerby Weeden, Counselor, Adams City High School, Denver, Colorado

Recorder - Mrs. Lillian Seabrooke, Chairman of Volunteers, Rocky Mountain Division, American Red Cross

Needs for volunteers should be surveyed. Information to be found are -
How can we use volunteers
Age of children to be served
How long can a volunteer work
Skills needed
How many volunteers are needed.

Job descriptions should be developed or qualifications for the volunteers should be listed in a handbook. Some qualifications to consider (1) no specific education necessary (2) love working with children (3) health examination. Recruitment depends upon individual situations; each system should develop own plan. Methods of recruitment could include the use of media. A special day could be held with well known personage (i.e. mayor's wife). Interviewing is an important part of recruitment. Volunteers can interview other volunteers. The volunteers should be well chosen and trained for this job. They should get to know the volunteer in the interview. The volunteer can get to know the applicant better by giving him information. Records are an absolute necessity. They should contain pertinent information for planning, qualifications of the volunteer, the time the volunteers are working, their leadership ability, references, and mailing address. These should be kept on file alphabetically and in categories. If a volunteer becomes inactive, the reason should be stated and if the person wishes to be reassigned. Recognition is important, to acknowledge the service given by volunteers, both as individuals and groups. Ways of recognition could be by:

Pins and bars for years served
Insignia
Certificates
Promotion to administrative jobs
Membership on advisory committees

Elected as delegate to meetings or conventions
Letters of commendation
Parties

Plans should be made for recognition activities as much as six months in advance. Advisory Board members should be chosen who are willing to work, with different facets of program represented. There should be a limitation on the number on committees, and sub-committees should be assigned. There should be a purpose behind each meeting. Each member should remember he belongs to the group, and that they all share in the rules and work toward a common goal.

The Denver TAP (Teacher Aid Program) uses a film for recruitment. Their program is established in 12 or 13 elementary schools, with 200 volunteers, each volunteering for 1/2 day a week. Teachers in this program have not been instructed to work with volunteers.

Before a school program can be formulated, you must have the blessings of the community and the school administration. Where volunteers are needed in outlying areas and public transportation is not available, efforts should be made to form car pools. Teachers should be trained as well as the volunteers. Teachers can give feed back to the program. Teachers must accept volunteers before one is placed with them; some teachers are not ready for volunteers. Short-term volunteers are often hard to place, however, they can work out well in certain cases and circumstances.

Resource materials:

Recruitment of Volunteers - slide presentation - Mile High Chapter, American Red Cross

Placing Volunteers - Mile High Chapter, American Red Cross

Volunteers in Education - U.S. Department of Health, Education & Welfare
Washington, D.C.

Art of Human Giving - film - Des Moines Area Community College, Project MOTIVATE,
Ankeny, Iowa

GROUP B - RECRUITING AND SCREENING VOLUNTEERS & THE PUBLIC RELATIONS CHALLENGE

Presiding - Mrs. Marlene Wilson, Coordinator, Volunteer & Information Center of
Boulder County, Boulder, Colorado

Mrs. Jackie Hoskins, Volunteer Chairman, Boulder School Aide Task Force,
Boulder, Colorado

Participants - Mrs. Danni Bangert, Director, Mead Learning Center, Boulder, Colorado

Phil Martinez, Principal, Burke & Baseline Elementary Schools,
Boulder, Colorado

Euvaldo Valdez, Coordinator of Community Services, Boulder Valley
Public Schools

Mrs. Sue Weston, Volunteer-Parent, Boulder, Colorado

Resource Person - Vern Brimley, Director, Provo School District, Provo, Utah

Steps in establishing a School Volunteer Program:

Define the role of the volunteer agency and education agency.

Sell the administrators, starting with the Superintendent; administrative commitment is a must.

Send letters to the principals with forms for Request for Volunteers, to be distributed to teachers in the building, forms to be returned to the Volunteer Coordinator.

Recruit volunteers.

Define the teachers role, and give tips to the teachers on keeping volunteers happy.

Interview volunteers.

Match volunteers with the job to be performed (placement).

Contact the teacher and give the name of the volunteer.

Orientation - at this time the volunteer can be introduced to the teacher, and a hoped-for mutual acceptance occurs.

Follow up after two months.

Tips for recruitment and public relations:

Plan a thoroughly aggressive sales campaign for the recruitment of:

Unusual types of volunteers

Individuals who have never volunteered previously because they hadn't been asked.

Resource and enrichment volunteers.

Invite parents and grandparents to volunteer, through schools.

Have someone familiar with procedures for newspaper, radio, and television to approach media for:

newspaper ads - weekly column

feature stories in the newspaper

personal radio interviews and public service announcements.

Recruit students:

Through the schools, several times a year.

In high schools through Sociology and Psychology classes, and in college through Education classes.

Establish a Speakers' Bureau that could reach the following type groups:

Newcomers and Welcome Wagon

Service groups

Neighborhood coffees

Churches.

Interview and screening procedures:

Be aware of your own feelings and biases toward a person.

An interview is not a casual conversation.

Do not feel obligated to accept everyone just because they are free.

The length and type of interview is dependent upon the type of job.

Establish a particular place and time for interview.

Give applicant their complete and undivided attention.

Don't keep a volunteer dangling.

Be sure two-way communication takes place.

Have job descriptions for the volunteer positions.

Use a registration or application form that includes the following:

Permanent record

Biographical information

Evaluation:

An ongoing, informal evaluation between volunteer and teacher is a must.
A formal evaluation should be held both midway and at the end of the school year.
Consider the effect on the child.
Evaluation must be well planned.

General information and suggestions:

Volunteer desires

- To do a worthwhile job

- Not to waste time

- Not to be misplaced

Do not be concerned with screening people out, but find ways in which to bring people in.

Use volunteers in a creative way, the more diversified the better.

It is important to have orientation and training of the whole school, not just the classroom.

Teachers also need orientation and training.

View volunteer experiences as an educational one for volunteers.

Volunteer Program is of value because:

It is rewarding to the child, and can give individual attention when needed.

It helps the teacher and makes the teaching job more creative.

It enhances community involvement and is good public relations for the schools.

Creates happy children with equally happy parents and communities.

Fewer problems arise when parents are involved.

Children sometime relate better to an adult other than the teacher.

It is rewarding to the volunteer.

GROUP C - ORIENTATION AND TRAINING

Presiding - Mrs. Phyllis Swanson, Director of Volunteers, Colorado Association of Hospital Volunteer Directors

Participants - Mrs. Suzanne Bassett, Assistant Director of Volunteers, Denver General Hospital, Denver, Colorado

Mrs. Noble H. Malcolm, Past President, Lutheran Hospital and Medical Center Auxiliary, Wheat Ridge, Colorado

Wert Roberts, Director of Volunteer Services, Veterans Hospital, Denver, Colorado

Mrs. Elda N. Williams, Director of Volunteers, Porter Memorial Hospital, Denver, Colorado

Resource Person - Dr. Roger Mouritsen, Specialist, Teacher Education, Utah State Board of Education, Salt Lake City, Utah

Lyle R. Tregaskis, Director of Federal Programs, Alpine School District, American Fork, Utah

No workshop report available.

GROUP D - RETENTION, RECOGNITION AND EVALUATION

Presiding - Mrs. Sarah Davis, Director, Volunteer & Tutorial Services,
Los Angeles City Unified School District, Los Angeles, California

Participants - Miss Georgia Gray, Supervising Teacher, Language Arts Department,
Denver Public Schools

Mrs. Marie H. Metz, Principal, Greenlee Elementary School,
Denver, Colorado

Mrs. Davis distributed excellent materials relating to retention, supervision, and appreciation of volunteers and outlined various methods of evaluation, non-statistical as well as student tests.

Mrs. Metz stated the principal of a school establishes the climate for a school volunteer program and retention relates proportionately to the interest and supervision given by the principal.

Miss Gray emphasized the important role of a teacher in supervising and giving appreciation to volunteers. Teachers were invited to conference, but were not in attendance.

Recommendations:

Informal rap sessions with volunteers and teachers would solve many problems. Volunteers should meet with faculty at the beginning and end of each year. Clerical help is needed by schools and often can be secured by contacting a business college.

There is a need to limit the number in a study hall.

Greatest retention comes from relationship of volunteer with teacher.

Constant in-service and on the job training should be held.

Retention of volunteers develops from -

- 1) Personal satisfaction from relationship of tutor with tutee
- 2) Teacher's clear-cut need for volunteers
- 3) A newsletter, mailed regularly

GROUP E - LEADERSHIP TRAINING

Presiding: Mr. Claude J. Deats, Regional Training Director, United States
Post Office, Denver, Chairman of Rocky Mountain Workshop for
Group Development of the Adult Education Council of Metropolitan
Denver

Mrs. Mary E. Nims, Executive Director, Adult Education Council of
Metropolitan Denver. Trainer for Rocky Mountain Workshop for
Group Development of Adult Education Council of Metropolitan Denver

Needs of people were defined as:

Physiological (food, clothing, shelter)

Security

Love (Social acceptance, status, man's love to man)

Self esteem (pride)

Self Actualization (Volunteer is there to fulfill a need)

"Agree-Disagree Statements on Groups" was discussed in small groups, with these reasons why people volunteer reported:

- An act of social belonging
- A need to give to people and to receive from people
- A need to be part of a group
- A way of giving and expressing love
- Sharing of experiences and learning experiences
- The need for personal recognition
- Self fulfillment and personal growth
- Preserve freedom of choice
- Gain an insight into children to help
- Needs to express oneself, and to use personal skills
- Motivate the minority
- Bring about change

Mrs. Nims distributed materials on Leadership.

GROUP F - ROLE OF VOLUNTEER IN DIFFERENTIATED STAFFING PATTERN - A CONCEPT OF ORGANIZATION THAT SEEKS TO MAKE BETTER USE OF HUMAN RESOURCES

Presiding - Dr. Carl Barnhart

Participants - Eugene Graham, Supervisor of Special Education, Denver Public Schools

Dr. Roy Hinderman, Professor of Education, Metropolitan State College, Denver, Colorado

Mrs. Irma Hudson, Teacher, Cole Junior High School, Denver, Colorado

Miss Vivian Moya, Senior Student, Loretto Heights College, Denver

Mrs. George Swallow, President, Colorado Congress of Parents and Teachers, Denver, Colorado

Recorder - Miss Joy Updike, Loretto Heights College, Denver, Colorado

Differentiated staffing is a concept of organization that seeks to make better use of educational personnel. This is the only type of staffing that is satisfactory in an open school program. Differentiated means defined roles as pertaining to skills and talents.

The following roles were defined:

Classroom teacher attitudes

Negative:

Put volunteer in place

To the unknown

The teacher feels they may have to train volunteers

Interference from volunteer

Methods of teacher training:

- Demonstration program - live, film and slides
- Needs established
- Educational school training
- Outside social talk sessions
- Sharing

Methods of volunteer training:

- Ethics
- Background - orientation
- Aides, room mothers, para-professional, short term people, tests, census

Volunteer responsibilities:

- Specific assigned times
- Tutorial
- Clerical
- Enrichment

Coordinator responsibility:

- Recruitment
- Guidelines
- Co-ordinator
- Training
- Support

Para-professionals:

- Community aides - liaison with the area social worker, nurse
- Classroom aides, laboratories, math, languages
- Hall aides, disciplinarian

Points to remember in use of, or consideration of, differentiated staffing:

Motivating pupils is a problem and the volunteer is a motivating force.
Volunteers should have diversified fields and a special contribution to make.
Volunteers are no threat to a teacher's job because they are not paid;
however, the teachers' fear of losing their job is a deterrent to the
volunteer program.
Budgetary factors are involved. Additional monies are needed, but unavailable;
therefore, volunteers' special talents help.
Within a department a teacher will do the majority of teaching in his field,
but he can bring in other subjects, too.
There should be a diagnosis at the beginning of the year of the student's
knowledge of the subject. The more knowledgeable can help the less
knowledgeable or go on to more advanced learning.
Public education, as it now stands, is group instruction, but on a one to
one basis, even fifteen minutes per day tutoring can be beneficial.
Emotions play a large part and are a contributor to retention.
Volunteers and aides help teacher's effectiveness, but sometimes children
relate better to volunteers than to the teacher. Some teachers feel
threatened by this, however, the relationship of the child is the most
important factor.

GROUP G - LANGUAGE DEVELOPMENT TECHNIQUES - "LANGMEDSCI"

Presiding - Dr. Norma Livo, Assistant Professor of Education, Colorado University
Denver Center, Denver, Colorado

Participants - Dr. Ray Andertor, University of Colorado Denver Center

Dr. Donald Gallo, University of Colorado Denver Center

Dr. Glenn McGlathery, University of Colorado Denver Center

Reactors - Miss Roseine Church, Reading Consultant, State Department of Education,
Cheyenne, Wyoming

Miss Gwen Hurd, Coordinator, Denver Public Schools Sector of Head Start

Mrs. Maurice Sawyer, Head Start Supervisor, Irving Street Center, Denver
Public Schools

Barbara Nielson, Special Reading Teacher, Delta, Utah

Dr. McGlathery said the important thing is not what can I tell the student, but what can he tell me. Dr. Gallo stated that junior high is a time of experimentation with everything, including language. We should look at all aspects of language, not just book language, but body language, film language, etc. We should consider the broad implications of language, such as its use in the areas of politics, advertising, conflict, love and concern, etc. Dr. Andertor said "Do unto the child in the classroom as you would have others do unto you". This attitude would drastically change many classroom procedures. We are the last generation that can deal in absolutes. There is widespread lack of trust and credibility among various groups; we must "listen and care". As a means of developing language proficiency he recommended having children produce a film. The cost involved is considerable, but not out of the reach of most schools. Supply the students with camera and film and let them start taking pictures. At first they would get random shots; soon they would realize there should be some purpose or plan and would need to discuss that. Next might come the writing of a script. After that they could take the pictures they needed. The final process would be editing, again involving discussion and decision-making. All these activities would contribute toward language development.

Summary of Small Group Discussions:

Language should be approached in a variety of ways. It involves interaction with people. Most exposure to language should involve active student participation, not just "a teacher talking". It should be presented from the students' point of view. It can involve "body language", physical activity, music, science, etc. and may use pictures, films, etc.

Experiential background is very important. Children need sensory contact before attempting to talk or read or write about items or experiences.

Dr. Livo distributed several excellent exercise materials useful in developing language.

Reading to children is important; those who are read to are more likely to become good readers. The book "Charlotte's Web" was recommended as good for this purpose.

The same methods of teaching reading are not applicable to all children. Tutors should try to find what works for a particular child. Getting children to tell about books they have read is a good way to stimulate interest.

Through an actual teaching demonstration it was experienced that first, it is better to experience something one's self before talking or reading about it, and second, that when members of a group become genuinely interested in something, their inhibitions tend to disappear and real communication results. Dr. McGlathery gave each participant a small tray of meal worms, and asked the group to think of all the questions they might ask about the worms. There was some distaste at first, but gradually as members of the group began to ask questions, they became interested and lost their reluctance - both for the worms and for talking to the other participants. After many questions had been asked, Dr. McGlathery filled the group in on the answers. He said that when children are allowed this type of freedom, they ask really interesting questions and learn eagerly. They develop colorful words, to describe, for example, the worm's movements: he "scootches", "inches", "folds", etc. Such language is real language and the children will remember it. The time to talk about something is after we have had some experience with it.

Dr. Gallo emphasized that our culture is built around reading. Most of us are book-oriented. Many of the students we work with are not; hence we need to use many different types of communication. He suggested magazines, especially those with many pictures, newspapers, films, etc. For junior high students, listening to political speeches, advertisements, etc. and analyzing them is a good way to develop a feeling for language. If one is working with a group of students, a good activity is to write a story, not as a group, but having each student do a chapter on his own - so the timid student is not overwhelmed by the class. On a one-to-one basis the students could write the entire story or tutor could help.

Points for a volunteer to keep in mind:

He should operate in a different way from a teacher.
Rapport with the student is essential, and honesty with him a must.
Belief in the child's ability to perform is important and must be communicated to him.

Subject of reading material itself is not so important; the main goal is to have the child read and let him read what interests him, comic books or what have you.

GROUP H - PRE-STUDENT TEACHER FIELD EXPERIENCE AND CAREER MOTIVATION THROUGH VOLUNTEERISM

Presiding - Dr. Robert Richardson, Director of Student Field Experience
University of Northern Colorado, Greeley, Colorado

Participants - Dr. Thelma Damgaard, Assistant Coordinator, Department of
Student Field Experience, University of Northern Colorado
Greeley, Colorado

Dr. Tom Warner, Area Coordinator for Denver, Department of
Student Field Experience, University of Northern Colorado
Greeley, Colorado

Students from the University of Northern Colorado

Dr. Richardson described the change from the traditional four year college, where students receive a general liberal education with four years of academic preparation or are professionally educated and may obtain teacher certification, to a trend to 4 to 5 years of education where the personal input of aspirations, attitudes and adjustments develops abilities, capacities and perceptions. The academic work provides basics, overview and facts, to help in organization of the subject, which is helpful if a student can learn to do, themselves. The professional training is provided through youth contacts, services to youth, aide work, case studies, school visits, guided observations and in-service follow up.

Dr. Dangaard said that at the end of college, when students do student teaching, many find that they really do not like teaching. At the University of Northern Colorado, they try to let students see early in the college career whether they really want to teach. Providing services to schools helps students learn about themselves and find out if they are suited for teaching. To accomplish this, the college program -

- finds schools and assigns students, arranging times convenient to both school and student
- provides conferences, to relate actual experience to methods classes
- allows students to give reactions to their experience when they have finished, and this reaction report is sent to the school.

Students Jan Johnson and Lewayne Tompkins from the University of Northern Colorado told the following reactions to their experiences from working in schools:

In a sixth grade class, mainly Chicano children, they saw how the teacher reacts to a very diverse class of 30; they concluded that each child needs individual attention.

In a tradition school, with white children, it is easier to get acquainted. Migrant children have defenses and volunteers have to work at being their friends.

At Colorado State University, volunteers meet with Chicano women, who teach volunteers their type of Spanish, which helps the volunteers to work with Chicano students.

Recommendations:

Treat kids as human beings, try not to group them.

Give college students experience in many types of schools.
Exposure to students in inner city schools is beneficial to education majors.
Communication is vital for good school volunteer programs.
Teachers need to be prepared to coordinate methods classes with actual class situations.
Freshmen and sophomores should be allowed to be teacher-aides.
Teachers' attitudes need to be changed.
College education courses need revision and should be relevant.
Volunteers need to learn acceptance of all types of culture and be able to teach all groups of children.
Certification of aides gives them more status.
If college student can live for period of time in a particular minority community, they become more aware and sensitive to problems and needs of these people.
Survey community and determine needs, then appoint an advisory committee; build objectives, making them relevant to school and kids.
Children respond well to college student, probably because closer age span.
College student aides do not replace community aides, but both work together.

DEMONSTRATION I - HOW VOLUNTEERS WORK WITH CHILDREN WITH LEARNING DISABILITIES
(Aides to Educationally Handicapped Children)

Presiding - Mrs. Robin Johnston, Coordinator, Aides to Educationally Handicapped Children

Participants - Dr. Margaret Hitchman, Children's Psychiatric Clinic, University of Colorado Medical Center, Denver, Colorado

Dr. John Lampe, Director of Health Services, Denver Public Schools

Mrs. Roxana Price, Teacher of Educationally Handicapped Children, Moore Elementary School, Denver, Colorado

Reactors - Mrs. Eileen Adams, Coordinator, Autistic Program

Ronald Makowski, Principal, Moore Elementary School

Mrs. Marge Priester, Volunteer

Mrs. Pat Wittemore, Teacher of Educationally Handicapped Children, Moore School

Recorder - Mrs. Kate Brinton, Volunteer

Aides to Educationally Handicapped Children started in 1969 with 20 mothers to aid and became involved with relevant personnel of the Denver Public Schools. A screening is followed by a workshop for volunteers and monthly in-service training under the direction of Dr. Lampe.

Aides are placed under the direction of Mr. Ted White, director, special education, after an evaluation of the needs of the individual child and his classroom and teachers has been made.

Referring to Mr. John Holt's comments, Dr. Lampe wondered about Dr. Holt's underlying theme, that Jello is made in 7 delicious flavors. Because of necessity to give attention to individual needs of the children, the Denver Public Schools has tried many approaches to the problems of education. To think that one approach is the answer is not recognizing the fact that there are multiple causes of disabilities. Developmental concepts must be considered. Approaches at one age are not suitable at another. Learning, growth, and personality development must be considerations in educating children.

Dr. Lampe said that volunteerism has long and honorable beginnings, to Ben Franklin and his volunteer fire department. Fire is compared to the child with the learning disabilities and can be traced to many causes, some of which are physiologic or neurologic. Multiple approaches are necessary because of the many causes. Reason for learning disabilities is not anoxia, in Dr. Lampe's opinion. Children have reasons for their behavior and must have our respect and attention.

Firemen are compared to volunteer aides who need knowledge about the problems, and help from the specialists. Administrative support is necessary. One of five children might be tagged as having learning disabilities. The Denver volunteer program has been effective, and mutually helpful to the administration.

Dr. Hitchman stated she became a volunteer to learn about how children learn. To evaluate children with disabilities, you can only help by trustfully assuming positive qualities in the child to help. We have a tendency to look at children with the idea of what they cannot do. Achievement tests are really lack of achievement tests. To approach this differently an example in the kindergarten program this year was given: A small, pale child sang in perfect pitch and English, "Jingle Bells". He had been tagged as a child who had learned nothing. The child can listen, can remember sound, can remember words, and had courage to sing out loud before a stranger. He knew no names of letters or numbers, wrote backwards, and made few sentences. Child was complimented on his singing and seemed willing to try other things.

The child who is labored with learning disabilities has a severe symptom. He knows and feels he is "not as good" as the other children. A child's educational hang-ups fluctuate with how he feels about himself on a given day. His own evaluation can be correct or pathologically distorted. He must have an inner feeling that his performance is good to himself and to others. If he doesn't react to his own success, he probably has an emotional illness. Possible need of another person in the remedial process of this type of child. To recognize and approach a child with his assets, generally he will show you what he can do. A hyperactive child might get a puzzle to do for the observer - a tool for evaluation of abilities. It is important not to be patronizing. Positive behavior reinforcement when not justified is recognized and distrusted by the child. Look for the real positives in the child's behavior and accomplishments.

It is difficult to be flexible. It is important to recognize the things that the child can do. You have already been shown where he has failed.

Roxanne Price, the liaison teacher to volunteers, helped with guidelines to aides and definitions of terms that relate to volunteers. She recommended an evaluation approach through strengths and weakness and continued re-evaluations. Evaluate strengths in language, auditory and visual perception, and try to enlarge for a while on the strengths the child already has. The volunteer is really necessary to success in progress.

Progress in strengths reinforce the child to help him gain in other areas. Some aides only prepare materials. There are more tests available but still a need for concrete evaluations for reassuring ability. Tests vary with age and disabilities of child. Evaluation of regular teacher is important.

DEMONSTRATION II - UTILIZATION OF BILINGUAL VOLUNTEERS

Presiding - Mrs. Lena Archuleta, Bilingual Education, Denver Public Schools

Participants - Mrs. Gloria Anglada, Teacher Aide, Diagnostic Center

Mrs. Lily Ariki, Teacher Aide, Diagnostic Center

Mrs. Benita Lane, Teacher Aide, Greenlee School

Mrs. Susan Rivera, Teacher, Baker Junior High School

Mrs. Lelia Romero, Teacher Aide, Elmwood School

Robert Salas, Volunteer, Baker Junior High School

Mrs. Gladys Taylor, Volunteer Tutor, St. Elizabeth's Church

Mrs. Archuleta stated that knowing more than one language is enriching. Bilingual volunteers may be adults, children, young people, retired professionals, grandparents, etc. All towns, cities and villages have bilingual people. They can be found; but we must remember that some people are ashamed that they are bilingual.

Susan Rivera, teacher at Baker Junior High School, has:

College work study student
Junior High work study student

The aide can:

Lunch room supervision
Hall duty

Community aide is needed.

Have library aides, social worker aides.

Need bilingual aides in hospitals.

Our schools could utilize a community person who speaks a foreign language.

Recruitment of Bilingual Person may be from parents and relatives; clubs, who can help with culture as well as language; colleges; high school classes, and 5th and 6th graders.

Volunteers may give interest tests, (not necessarily written test). Physical education classes can use volunteers who dance. Classrooms need people who will help teach. Typing classes need aides. Elementary schools have invited parents to read stories, learn games, and they can be given lots of opportunities to work in school setting. Training should be formalized.

Mrs. Lane is a library aide at Greenlee School and can speak in both Spanish and English. As a teacher aide, she spoke to groups in Spanish and they responded well to her. The few mono-lingual children would come to her because they could not relate to their teacher who did not speak Spanish. The children relate better to her because they are not afraid of her. She is giving them a self-image. She realizes now she cheated her own children because she did not teach them Spanish. The language of love is the most important one.

Mrs. Ariki works with children and language workbooks, storybooks, overhead projectors, and film strips, to help a Spanish speaking child to speak English. She has taught her Japanese culture to the Spanish speaking.

Mrs. Romero talked about the fine books available at Elmwood in Spanish. She showed a workbook that will be given to all parents whose children are now in bilingual programs, and workbooks that the children have made for themselves.

Mr. Salas is now involved in the Work Study program, and is teaching Spanish at Lake Junior High to people who are ethnically Hispanic but do not speak Spanish. The community can provide aides who are adults who could have been fine teachers, if things had been different for them. It is difficult to speak a language at home and then be told it is illegal to speak it in the schools.

Mrs. Anglada helps children who recently came to the U.S. from Mexico and do not speak English.

Mrs. Taylor works with adults who do not speak English in a program that is 7 years old. She wanted to give of herself to a program. She feels that adults feel much more comfortable when the tutors look at each adult as a human being. She demonstrated how she teaches with audio visual techniques. Speaking is taught before writing and reading. Speaking and listening is used most of the time. She teaches adults to speak rapidly and by using sentences that have meaning.

Children must take home new English words they have learned and teach them to parents each night.

Even if a school has only a few children speaking another language, this enriches the school.

A language is more than words; it is teaching the culture. It was reinforced that any time a language is not allowed to continue, as Gaelic, there is a great deal of difficulty, such as the riots in Ireland.

DEMONSTRATION III - HOW TO GO FAR - FAR (Friends And Readings)

Presiding - Mrs. Fran Utiger, Member Board of Managers, Denver Public Library

Participants - Mrs. Sue Cline, Caseworker, Denver Department of Welfare

Miss Mary Ellen Freas, Community Organization and Planning Specialist,
Denver Department of Welfare

Mrs. David Pew, Friends of the Denver Public Library, Volunteer for
FAR Project

Participants - continued

Graham H. Sadler, Assistant Librarian, Director of Community Services, Denver Public Library

Mrs. Carol Taylor, Caseworker, Denver Department of Welfare

Robert Wick, Student, Graduate School of Librarianship, University of Denver

The FAR project is one that brings gifts of books, games and magazines to a single store room in Ross Barnum Branch Library. There, the volunteers sort, shelve and label materials. These go as gifts to needy families that have no reading materials in the home. Social workers send in requests for materials and volunteers fill the orders. The social worker delivers reading matter, etc. After the initial gift, the recipients are encouraged to use the library for additional materials.

A slide presentation showed each step from receiving gifts of books and magazines to the opening of packages by recipients.

A list of 30 creative uses of discarded books is available from Denver.

DEMONSTRATION IV - VOLUNTEER TEACHER ASSISTANTS IN THE CLASSROOM -
TEACHER ASSISTANT PROGRAM (TAP)

Presiding - Mrs. John Emery, Teacher Assistant Program

Participants - Skit: Mrs. Marian Diehl, Teacher, Hallett Elementary School

Children from Hallett Elementary School

Panel - Don Wilson, Principal, Mitchell Elementary School, Denver, Colorado

Mrs. Vivian Smith, Teacher, Mitchell Elementary School

Mrs. Vera Snyder, Teacher, College View Elementary School

TAP VOLUNTEERS:

Nita Burghardt
Carolyn Etter
Marcia Fox
Mary Holleman

Marty Lareau
Peggy Stevens
Joan Wohlgenant

- Slides with music as overture, and a skit demonstrated the process of
1. introducing TAP to principal, faculty
 2. orienting TAP volunteers to school
 3. planning session between volunteer and teacher and
 4. TAP volunteer and teacher in classroom

In team teaching at College View Elementary School, TAP has 9 volunteers who man two "centers" for 2 hours each day.

DISCOVERY CENTER - art things, typewriter, etc.; the TAP volunteer is alone with 20-30 children, with teacher always close by.

LANGUAGE CENTER - lotto game, etc. TV (Sesame Street), work sheets available if children want them, tape recorder, phonograph with head sets. Lots of drawing pictures and writing sentences to go with them.

TAP volunteers are well orientated toward understanding children. TAP takes care of organizing things from the volunteer end, which makes TAP volunteers usable and dependable as far as teacher is concerned.

Mrs. Smith said TAP is good for volunteers as well as school, in working with different kinds of children to help verbalize differences AND LIKENESSES on both sides. Relationships among teacher, volunteer, and children are built. This helps volunteer understand what goes on in classroom besides TESTS. TAP helps build self-image of children because volunteer has time to listen to child and help child write, which is vital step in communication and reading.

Teachers' needs and concerns toward TAP are:

1. caution volunteer to be TOLERANT of teaching methods of her teacher, and
2. stress dependability of volunteer, that volunteer is being counted on and must be there.

Volunteer is trained by the teacher to whom she is assigned for task required.

Mr. Wilson said Mitchell School is in low economic area, with 900 students, 79% black, 20% Hispano. Mitchell has great teacher turnover. New teachers coming to Mitchell found they wanted "extra hands" in the classroom. As principal, there were three main concerns toward volunteers:

By the teacher - Can she stand someone else in the classroom? Is she threatened? Can the community tolerate volunteers who are primarily white, upper middle class? (Principal discussed this with cross section of parents).

How to use volunteers?

Match skills of one teacher and one volunteer

Used volunteers in music, art, language, reading, math, and writing.

TAP volunteer and children are friends, both look forward to each other, and there is a good relationship. The volunteer is something extra in the classroom and therefore special.

Faculty requests volunteers.

All TAP volunteers receive orientation.

Reaction of faculty, parents, and school to TAP has been very favorable over past three years.

Input of TAP volunteers effectively extends the services of the Denver Public Schools. TAP is incorporated, with a board of directors and serves 17 schools with 175 volunteers. Volunteers are asked to donate to the budget.

DEMONSTRATION V - ONE TO ONE (Denver School Volunteer Program, Inc.)

Presiding - Mrs. Madeline O'Brien, Secretary, Denver School Volunteer Program, Inc.

Participants - Mrs. Carolyn Graves, Sixth Grade Teacher at Columbine Elementary School

Mrs. Laura Louise Hendee, Coordinator of Instruction at Merrill Junior High School

Mrs. Ione Holeman, Counselor, Greenlee Elementary School

Mrs. A. Raymond Jordan, Volunteer Chairman, Denver School Volunteer Program, Hamilton Junior High School

Mrs. Tanya Lewis, Tutor, Denver School Volunteer Program, Hill Junior High School

Mrs. Frances Taylor, Volunteer Chairman, Denver School Volunteer Program, Columbine Elementary School

Mrs. Jeanne Zyzniewski, Volunteer Chairman, Denver School Volunteer Program, Edison Elementary School

Recorder - Mrs. Barbara McLaughlin, Volunteer, Denver School Volunteer Program

The Denver School Volunteer Program was organized in the spring of 1969, by Mrs. Ruth Bush, with 30 volunteer tutors.

Advantages of this tutoring program are:

Helps bused-in children from low economic levels to adjust to the pace of the middle and upper income schools.

Absentee problems improve, and friendships develop; often this brings about success or achievement at a later time.

Helps a slower child to "catch up" with their class, also those with emotional difficulties; many of these students respond to the one-to-one situation.

The personal rapport developed in a one-to-one situation between tutor and student are most important.

Orientation and training needs to be covered:

Commitment - a minimum of two hours a week, during a full academic year.

Training in the areas in which volunteers work.

Methods should be developed to meet the needs of the individual child.

Techniques for working on a tutorial basis:

Select difficult words from a story and make flash cards; when the student knows the words he can approach it with more confidence.

Make a prefix wheel, which makes long words out of short words already learned; this excites and impresses the student.

Games and puzzles have been helpful in improving skills and confidence, but be careful in phrasing questions so that they do not require a simple yes or no answer. This encourages the child to communicate.

Library books and blackboard work are supplementary approaches that children enjoy. Utilize the child's imagination by having them write stories. This technique also helps in spelling. They thus learn to read and write down factual information. Use newspaper letters from headlines to make words. Use such games as Scrabble, Spill and Spell, Flash Cards, and Crossword puzzles.

Points to remember in tutoring programs:

The effect of tutoring is often difficult to measure and there are seldom spectacular successes.

If a volunteer has faith in the child and is honest in their commitment to the program, their enthusiasm will rub off on the child.

Tutoring often curtails absenteeism, which is a problem with students having difficulty in school.

A tutoring program can show that someone cares; tutors can give the special time and personal attention that a teacher often cannot.

Tutors can work about any place within a school building, "cubbyholes" in libraries, library stacks, book rooms, etc.

Primary criteria for a volunteer is interest and confidence.

The teacher should back the tutor and give cooperation. The tutor should take the responsibility of keeping in touch with the teacher, as the tutor is less busy.

A student who is tutored twice a week usually shows more progress than the child tutored once a week.

In tutoring programs, the attitudes toward minorities almost always change, as do the attitudes of the minority students.

Contact parents for permission to have child tutored.

Methods for selecting students to be tutored:

Teachers turn in names of those needing help.

Students, themselves, ask for help.

Parents and social workers submit names.

Children are sometimes selected partially on test scores, and partially on former teachers' recommendations.

DEMONSTRATION VI - VOLUNTEERS IN COUNSELING

Presiding - Mrs. Rosa Zulong, Community Information Representative for the Model Cities Program

A counseling program, called "Format For Change", was developed at Manual High School in Denver to provide relevant education for their students and feeder schools. It is funded by Model Cities as one of their K-12 projects, by Denver Public Schools, and by the University of Northern Colorado.

Recruitment is done from both the para-professionals and professionals in the committee.

The advisory committee has assumed the following responsibilities:

Determination of the purposes and objectives of the program.

Identification of major problem, needs and issues in curricular program and instruction of the school.

Development of recommendations to improve curriculum, instruction, and extra-curricular activities.

Appraisal of proposals for change, and make recommendations.

Organization of necessary committees to study special problems, and collect information.

Volunteers in social studies, science, music, and language arts can help identify problems and make suggestions for change. A counseling service should be available on a 24 hour basis, and on weekends. Counseling rooms for volunteers are available. Volunteers must be aware of resource facilities available in the community and utilize these services. Counseling persons must be trained, as they will be more sensitive to the child's needs.

Project Fact Sheet developed by the Manual High School - University of Northern Colorado Project was distributed.

DEMONSTRATION VII - METHODS OF PRESENTING THE MERITS OF SCHOOL VOLUNTEER PROGRAM TO TEACHERS

Presiding - Mrs. Naomi C. Evans, Director, School Volunteers, Salt Lake City, Utah

An excellent slide-tape was presented illustrating orientation of teachers in the utilization of volunteers.

No report available.

DEMONSTRATION VIII - Tour of Diagnostic Center, conducted by Kenneth Andrews, Director, and St. Philomena's School directed by Sister Christine. Tour coordinators - Mrs. O.A. Chanute and Mrs. Charles Johnson.

No report available.

DEMONSTRATION IX - Tour of Centro Cultural, conducted by Sal Herrera, Executive Director.

Participants - Gil Martinez, Director, West Side Action Center

Jess Saucedo, Chairman of Board, Centro Cultural

No report available.

DEMONSTRATION I - A STRUCTURED TRAINING SYSTEM FOR VOLUNTEERS

Presiding - Dr. Bonnie Camp, Pediatrician, John F. Kennedy Child Research Center,
Colorado University Medical Center, Denver, Colorado

Participants - Mesdames Brown, Ceja, Frost, McCourt, Schultz, Trujillo, Wallace

This demonstration was an example of one type of an incentive tutorial program. Dr. Camp works with very disturbed children, with the idea to use non-professional help. For certain established accomplishments, the children are given tokens that are later converted to money. Tutors for this program are both paid and unpaid.

Methods in working with the children:

New vocabulary - for every correct word the child is given a token.
Each lesson is broken into paragraphs; for each correct paragraph he gets a 5 point token. Child reads whole story and then is tested on comprehension. The older child who reads no higher than the 3rd grade level has help for 1/2 hour, at least 3 times a week.
Daily progress is summarized (number of errors in each lesson), then graph made with curve of learning.
Don't pay money at end of each session, but let it accumulate, and pay in larger amount.

Recommendations:

There are many children today who require individual teaching.
Experience shows that to make progress, the tutor needs to meet at least three times a week, and preferably 5.
Discipline problems often disappear when worked with in this type of a program. Truant problems also improve greatly. Drop-out rate is very low.
Tutoring can take place after school and can be held almost anywhere, in community centers, homes, schools, etc.
Children should not be forced into the program, but should decide whether or not they want to.
Money for the rewards can come from contributions, PTA, or other organizations. Children should be upper elementary.
Adults worry more about the ramifications from paying the child than the children do. In some cases, getting paid is a face-saving device - "I don't need to learn to read, I just go for the money".

Resource manual developed is available from Dr. Bonnie Camp.

DEMONSTRATION II - HIKE-OUT TO REACH OUT

Presiding - Mrs. Thomas Beard, Co-chairman, Recruitment for Hike-Out

Participants - Frank Castleman, Advisory Committee, Hike-Out

Mrs. William Kendall, a co-founder of Hike-Out

Mrs. Phyllis Lornell, Hike-Out coordinator at Hamilton Junior High School

Participants (continued)

Buzz Mikulin, Chairman, Public Relations, Hike-Out

Miss Ann Shaw, Leader Recruitment Chairman, Hike-Out

Recorder - Mrs. Perry Hendricks, General Chairman of Hike-Out

This program has been established to give children the opportunity to go hiking. Each summer, for 8 weeks, the children can go hiking, fishing, climbing, etc. every day of the week. Money is raised to pay for equipment for those children who can't afford their own.

Recommendations:

When one person has an idea, if he or she follows through with it, it can have far reaching effects.

High school students could be recruited as Junior Leaders.

Approach the PTA for volunteer leaders.

Convince school systems that education does not have to take place within four walls. Unstructured activities give the children more freedom to relate to themselves and to adults, and a chance to build a meaningful relationship.

"Graduate hikers" talk enthusiastically about the hikes and fun.

DEMONSTRATION III - DOING YOUR OWN THING IN COMMUNITY STUDY HALL

Presiding - John White, Study Hall Director, Denver, Colorado

Participants - Anthony Pedraza with Domingo Moreno
Judy Jo Gordon with Rodney Crawford
Bob Stienfeldt with John Baca
Jeffi Garcia with Anthony Gamma
Mrs. W. Wille with Cassandra Stanley
Terry Lundeen with Sherry Holliday
Maxine Parks with Sally Chavez
Ray Malito with Kathy Tapia
Jim Berk, Toni Aristonic and Sister Dorothy Michael

The objective of the community study halls is to help a "special child who needs a special friend". John White described the vehicle as a free, open study hall environment and a tutoring situation which can initially bring these two persons together and make learning a "joyful happy event". The 47 study halls operating in Denver meet one evening each week from October to May, in community buildings under the sponsorship of a community group. A director in charge facilitates the evenings' activities and assists in any way needed.

Recommendations:

Encourage tutors and tutees to continue their relationship during the months the study halls are not in session.

Tutors may be recruited from all walks of life, including parents, teachers,

retired persons, high school and college students.
The primary requirement to be a tutor is to have compassion.
Be sure and have some type of recognition for the volunteers.

DEMONSTRATION IV - INDIVIDUALIZING THE LEARNING OPPORTUNITY

Presiding - Don Wilson, Principal, Mitchell Elementary School, Denver, Colorado

Participants - Mrs. Anna Jo Haynes, Field Supervisor, EPDA, Child Care Program

Mrs. Anna Jones, Teacher, Denver Youth Services Bureau

Mrs. Shirley Sims, Director, Roosevelt Hill Creative Free School

No report available.

DEMONSTRATION V - VOLUNTEERS TO THE COURTS

Presiding - Judge James Delaney, Adams County Courts, Brighton, Colorado

Participants - Mrs. Carol Greenfield, Adult Volunteer Coordinator for Adams
County Court System

David Wilson, Volunteer Coordinator for Adams County Court System

Judge Delaney said the 5 district judges in Adams County do not handle misdemeanors.
Characteristics of children involved in the courts are delinquent conduct,
consistently poor school records, have a criminal record, slow learner, and often
not motivated, or neglected child.

Remarks and recommendations:

Society will pay for its failure to meet the needs of these people when they were
younger.

Program attempts to keep child in school through high school.

Children often look with suspicion on all who attempt to help.

Once a child is sent to a training school, there is a 2/3 chance of their becoming a
non-functioning adult.

If children are placed in foster homes, they are often more motivated and encouraged,
and are more likely to be phased back into society.

69 to 70% involved in courts are involved in drug use.

Use your community resources.

Women should counsel women.

Decentralize services, bring the program to the child.

Involve PTA, League of Women Voters, and churches.

Volunteers can be used as:

Adult counselors working with adult misdemeanors.

Tutor.

One to one friend.

Distributor of pamphlets to mental health clinic.

One who attempts to change attitudes. This can be accomplished to a point, if they can find what caused the problems, i.e., environment.
One family helping another family.

DEMONSTRATION VI - WE GIVE OURSELVES WHERE IT'S AT
(East Denver Higher Education Committee, Inc.)

Presiding - Reverend A. C. Redd

This program was started in Denver to offer Higher Education Opportunities to the residents of an economically deprived area. Faculty members of Colorado University volunteer their time to offer classes at a high school within the community on the University level. In order to receive credit for the class, the individual must either have a high school diploma or G.E.D.

To establish the program, they recruited a Volunteer Steering Committee to develop and organize structure of the program and volunteers for administration, instructing, and counseling.

The program offers:

Counseling, guidance, and tutoring to spare the student the embarrassment or the fear of failure.
Consultation with instructors in regards to course content, background requirements, etc.
Full credit for each class for those qualified.
Classes.
Assistance to student in transition from this program to other institutions.
Courses in liberal arts, psychology, sociology, languages, mathematics, drama, literature, Black studies. Very little in science was offered because of lack of lab facilities.

Remarks and recommendations:

News media is usually most cooperative.
Students display maturity, concern, and devotion to their classes.
People involved find great reward in divergent ethnic contacts.
Students from lower economic areas fail to make it, not because of inherent inability, but often because of cultural difficulties.
Give assurance that the courses are being offered to help in achieving, rather than a threat for failure.
Recruit only the best professors, who have special knowledge of subject matter, and special aptitudes for working with the student unsure of his capabilities.
Offer counseling on a one-to-one basis.
Students enrolled in this program found the atmosphere more relaxed, more sympathetic, more compatible for real accomplishment.
Counselors should not act as professionals, but as friends to help with personal problems, direct students to agencies which can assist them, and be good and profitable listeners.
Place information in as many places as you can, being sure that it is given to related agencies.

Persons often take the classes to fulfill job requirements, to achieve job advancement, and to test themselves in a college situation with the hope of advancing educationally.

Develop an educational set-up which will make education a very real part of the community's living pattern.

DEMONSTRATION VII - ENRICHMENT BY RESOURCE PERSONNEL (Montessori)

Presiding - Mrs. Charlotte Van Ordstrand

Participants - Mrs. Joanne Bowman, Volunteer, Enrichment Program

Mrs. Diana Conti, Volunteer, Enrichment Program

Mrs. Mary Gardner, Volunteer, Enrichment Program

Mrs. Kleo Karst, Volunteer, Enrichment Program

Mrs. Joyce Metz, Volunteer, Enrichment Program

Mrs. Jeanne Parkins, Volunteer, Enrichment Program

In most volunteer programs, partial or complete directional to content of material and methods of use is given to the volunteer by the educational system. Montessori schools differ from this in that volunteers are free to present materials, ideas, and activities of their and/or the children's choosing.

This affords maximum interest on the part of the children, who are then free to accept or reject everything brought by volunteers. The variety of materials and the challenge of the situation create a more realistic learning experience. This kind of freedom improves one's perspective and can open new fields of education.

Everything of value is wanted for our children. Included in these should be the freedom to choose, reject, self-motivate, question, be accepted, challenge, and be respected as a person of worth. Volunteers try to include these in their everyday work with the children.

Several demonstrations were set up by a group of volunteer mothers who were supplementing the regular classroom Montessori and were not demonstrating Montessori materials. All the projects were well thought out and the necessary materials were provided. The tone of the demonstrations were basically helpful and friendly. There was much cooperation among the children.

WORKSHOP ORGANIZATION

WORKSHOP DIRECTOR - Mary T. Swanson
Associate Director, Project MOTIVATE
Des Moines Area Community College

Special thanks to all of the following committee personnel for their excellent assistance in planning and presenting this workshop.

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Dr. Carl Barnhart, Loretto Heights College
Mrs. William M.B. Berger, Aides to Educationally
Handicapped Children
Harold Zier, Denver Public Schools

PROGRAM CO-CHAIRMEN -

Mrs. Arthur H. Bush, Jr., Denver School Volunteer Program
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PUBLIC RELATIONS CO-CHAIRMEN -

Mrs. Connie Benac, Colorado Academy
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REGISTRATION-HOSPITALITY CO-CHAIRMEN -

Mrs. Harold Simmons, County PTA
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FACILITIES CO-CHAIRMEN -

Mrs. John High, Bear Creek Citizens Advisory Committee,
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Mrs. Preston Smith, Volunteer Bureau of Metropolitan Denver

WORKSHOP COORDINATORS -

Mrs. Welcome Bender, Denver School Volunteer Program, Inc.
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EXHIBITS CO-CHAIRMEN -

Mrs. Syd Joseph, Colorado State PTA
Mrs. George W. Swallow, Colorado State PTA

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Mrs. Lena Archuleta, Supervisor, Denver Public Schools
Dr. Lewis Crum, U. S. Office of Education
Mrs. John Emery, Teacher Assistant Program, Inc.
Mrs. David Johnston, Aides to Educationally Handicapped
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Dr. Norma Livo, University of Colorado
Mrs. Marshall Nims, Adult Education Council
Byron Parks, Colorado State Department of Education
Dr. John Runkle, U.S. Office of Education
Mrs. Rosa Zulong, Format for Change

EVALUATION COMMITTEE -

Dr. Richard Byerly
Dr. Robert Cox
Mrs. Rolland Grefe
Dr. Philip Langerman
Ed Mann
Earl Miller
Mary T. Swanson
June Taylor

OFFICE OF EDUCATION REGION VIII
Denver, Colorado

Dr. Lewis Crum - Acting Regional Commissioner
Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

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REGIONAL WORKSHOP
DENVER, COLORADO
MAY 6 - 8, 1971

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